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ABSTRACT

This resource book provides curriculum materials for increasing awareness of sex bias and promoting more positive attitudes and participation in sex-fair career education and counseling. The book provides information in four parts for facilitators (teachers, counselors, administrators, or parents) and learners (students, parents, school staff members, or school board members). In the first part, a facilitator's guide includes a nontraditional career/life planning quiz to assist in understanding the guide's intent and discusses the philosophy, methodology, and implementation of nontraditional career education. In the second part, student activities are organized around three major areas related to career exploration. Self-Exploration provides activities to help students explore personal values, interests, and talents influencing career choices. Decision Making activities provide opportunities for making simulated and actual decisions as participants examine various decision-making methods and their resulting outcomes. Life Planning activities encourage learners to match personal qualities with occupational skills, identify educational alternatives, and examine potential life styles relevant to career interests. Each activity is discussed in terms of goal, activity focus, directions for facilitators, and suggestions for learner discussion. The third section, Learner Materials, includes supplemental activities suggested for use with specific activities. Included in the fourth part, Resources, are an Attitudes Toward Nontraditional Careers scale, bibliography, and index. (YLB)

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# THE WHOLE PERSON BOOK: TOWARD SELF-DISCOVERY & LIFE OPTIONS

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AMY, YOU CAN'T BE SERIOUS ABOUT BECOMING A SILVERSMITH..
NATE, I'M RESOLVED TO TRY.
AND YOU'RE LEAVING ME TO RUN THIS HOUSE AND FARM BY MYSELF?!
WELL, NATE HARRIS, NOW YOU'LL SEE WHAT IT WAS LIKE FOR ME WHEN YOU WERE OUT FREEDOM-FIGHTING!
THAT WAS DIFFERENT, AMY! OUR LIBERTY WAS AT STAKE! I WAS FIGHTING FOR OUR RIGHTS! FOR YOUR RIGHTS!!
HOW CAN YOU DO THIS, AMY?
BECAUSE YOU WON, NATE.
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# FACILITATOR'S GUIDE

## NONTRADITIONAL CAREER/LIFE PLANNING QUIZ

This quiz has been developed to help you test your knowledge of career/life planning programs and to assist you in understanding the intent of the Facilitator's Guide.

Please answer the following questions in 10–12 minutes and then refer to the KEY on p. 6 to figure out your score. After you have your score, you may wish to read the Facilitator's Guide to determine the rationale for the answers given in the KEY.

We suggest that you answer these questions on a separate sheet so that the quiz can be used again. We have included five additional items for your post testing.

So get out your pencil and paper and GOOD LUCK!

T F 1. Boys and girls have received equal encouragement and appropriate modeling for making career choices.

2. Of the following ideas,which is an example of sex-role stereotyping?

   A. Female role models for women and girls in higher paid, more responsible positions.
   B. Men and women alternately taking responsibility for leadership in work, as well as in social and political activities.
   C. A continuation of the usage of such titles as chairman and businessman, reinforcing the predominance of men.
   D. Males taking time from careers to be responsible for child rearing.

T F 3. Females are represented only half as often as males in children's reading materials.

4. The expectations of school personnel

   A. Have no influence in reinforcing sex roles.
   B. Have a small influence in reinforcing sex roles.
   C. Have a direct influence in reinforcing sex roles.
   D. None of the above.

5. Children begin to show sex role behaviors

   A. As early as 2 years of age.
   B. Around 3 to 4 years of age.
   C. Just prior to entering school.
   D. Shortly after entering school.

6. Which of these does NOT contribute to "middle motherhood" crisis?

   A. Most women are through with childbearing by age 35.
   B. With a life span of 75 years, most women can look forward to 25 years for a potential second career.
   C. Women feel housework is a challenging occupation.
   D. Women find their husbands are involved in careers and their children are involved in school.

T F 7. By 1974 the U.S. Department of Labor statistics indicated that of all women between 18 and 64, 30% were in the labor force.

8. Although the reasons why women work are varied, the most common reason is

   A. Money for extras.
   B. Self-satisfaction.
   C. Boredom.
   D. Economic need.

9. In 1975 the actual number of husband and wife families where the husband worked and the wife was a full-time homemaker (not in the labor force) was

   A. 7 out of 100.
   B. 22 out of 100.
   C. 37 out of 100.
   D. 52 out of 100.

10. Which elements are important for development of a nontraditional career counseling program in non-urban schools?

   A. Role models of men and women in a variety of careers.
   B. Specific knowledge of the local community and its economy.
   C. Knowledge of the similarities and differences between the student's lifestyle and their parents' lifestyle.
   D. All of the above.
   E. None of the above.

11. In following Title IX regulations, counselors are allowed to

   A. Place work/study students by sex when requested by employers.
   B. Admit students to special programs to equalize past discrimination.
   C. Use male and female forms for vocational preference tests.
   D. All of the above.

12. Of the following, which is NOT an example of administrative support of a nontraditional career planning program?

   A. Endorsing the activities that occur in or around the school building.
   B. Establishing an atmosphere for positive student learning and good teacher morale.
   C. Demanding that new programs be implemented correctly.
   D. Promoting a climate of concern for the future of the students.

13. Which one of the following is NOT considered an essential factor of a positive school climate?
    A. Respect
    B. Cohesiveness
    C. Conformity
    D. Trust

T F 14. One of the elements of the career planning process is helping students identify their culture-based attitudes and values.

15. Which of the following IS in compliance with Title IX?
    A. Students should be encouraged to explore nontraditional career options.
    B. Students should be encouraged to maintain their individuality, regardless of sex.
    C. Both A and B.
    D. None of the above.

16. Which of the following variables is related to a person's career choice?
    A. Emotional and physical health.
    B. Hobbies and personal interests.
    C. Family involvement and recreational activities.
    D. All of the above.

T F 17. Many problems with small group discussions stem from over organization.

T F 18. The responsibility for a successful interview depends on BOTH the interviewer and the person being interviewed.

19. Of the following, the most effective way to help learners examine their personal understanding of cultural diversity is to
    A. Focus on the food and clothing of ethnic groups or cultural minorities which can be found in the United States.
    B. Trace their own heritage and then explore various ethnic groups in their community.
    C. Study the music of various cultures.
    D. All of the above.

T F 20. Learners are the most creative in role playing activities when they are unfamiliar with role playing methods.

T F 21. The use of a "dilemma" as a group learning technique should include a moral.

22. Which of the following is NOT a major goal of teaching students interviewing skills?
    A. Developing communication skills.
    B. Understanding of the attitudes, feelings and thoughts of the interviewee.
    C. Stimulating thoughts and actions.
    D. Maintaining control of the interview content.

T F 23. Keeping a personal journal can be a fun activity for students but has no use in a classroom situation.

24. Part of the process for helping learners explore career possibilities might include

A. Teaching that a successful career is only a result of proper job sequences.
B. Examining traditional and nontraditional jobs which will enhance the learners' career choices.
C. Stressing the fact that working in our society will essentially mean working in a traditional 40-hour work week.
D. All of the above.

T F 25. Title IX regulations require that all stereotyped career materials be replaced by newly purchased ones.

So now you're ready to check your scores! See the KEY on page 6.

## NONTRADITIONAL CAREER/LIFE PLANNING QUIZ KEY

Count the number of correct responses and see how well you've done. Please notice that beside each correct response is a page number which tells you which section of the guide to refer to for further information and/or clarification.

1. F (pp. 9-10)
2. C (pp. 9-10)
3. F (p. 9)
4. C (pp. 9-10)
5. A (p. 9)
6. C (p. 10)
7. F (p. 10)
8. D (p. 10)
9. A (p. 10)
10. D (pp. 12-13)
11. B (pp. 11-12)
12. C (p. 15)
13. C (p. 15)
14. T (pp. 13-14)
15. C (pp. 11-12)
16. D (pp. 14-15)
17. F (pp. 20-21)
18. T (p. 19)
19. B (pp. 13-14)
20. F (pp. 19-20)
21. F (p. 22)
22. D (pp. 18-19)
23. F (pp. 17-18)
24. B (pp. 14-15)
25. F (p. 23)

| *Number Correct* | *Your Feedback* |
|---|---|
| 23–25 | BRAVO! You have the basic information to provide nontraditional career counseling! |
| 19–22 | Congratulations! After a little review you'll be ready to start the activities. |
| 14–18 | Good. However, you know which sections you need to review. |
| 10–13 | So-so. After you've reviewed the Facilitator's Guide, you'll be ready to go. |
| 10 or less | After you've reviewed the Facilitator's Guide, try it again and see how well you do. |

## OPTIONAL QUESTIONS

Here are the five additional items which cover the suggested format for presenting the career/life planing materials. After first reading the Facilitator's Guide, you may want to use these items as a quick test on the format for material presentation.

T F 1. These materials focus more on the process of career exploration than on examining specific options.

T F 2. These materials have been developed to be used primarily on a one-to-one basis with learners.

T F 3. These materials do not attempt to provide an entire career program.

T F 4. Users of these materials are encouraged to avoid deviating from the prescribed instructions for the activities.

T F 5. These materials are designed to be adaptable so they can also be used with adult groups.

---

*Answers*

1. T (pp. 16-17)
2. F (pp. 16-17)
3. T (pp. 16-17)
4. F (pp. 16-17)
5. T (pp. 26-27)

If you missed more than three or so on this test, it might not hurt to review some of the Facilitator's Guide again. Of course, you are encouraged to check the Guide as frequently as you wish.

# PHILOSOPHY

## DEVELOPMENTAL PERSPECTIVE

The rationale for the development of these materials rests on the need for career education programs that encourage students to develop their talents and skills to an optimal level, eliminating stereotypic career tracking for males and females. The career/guidance counselor performs a critical function in attaining these objectives. In many career education programs, the counselor provides systematic and comprehensive planning, and acts as a link between the instructional and guidance programs (Gysbers, 1977). The development of these materials is based on the following assumptions, some of which are adapted from D. E. Super (1957):

1) *Nonstereotypic approaches to career education are desirable and may be influential in the career selection process.*

2) *Individuals differ in their talents, interests, skills and values, and consequently will qualify for a number of different occupations.*

3) *Occupational choices change over time, making career decision making a continuous process.*

4) *Career patterns are determined by a number of variables, one of which is the opportunities an individual is exposed to.*

5) *The level of utilization and stimulation of an individual's talents, interests, and values will influence the person's work and life satisfactions.*

These concepts emphasize the uniqueness of each individual and reflect the theoretical perspective of the materials.

Career education has not been uniformly defined. Definitions vary from state to state but many encompass the same or similar concepts. L. Sunny Hansen (1976) has defined career education as:

> *. . . a person-centered developmental, deliberate and collaborative effort by educators, parents, and business-industry-labor-government personnel to systematically promote the career development of all persons by creating experiences to help them learn academic, vocational, and basic skills . . . and master the developmental tasks facing them at various life stages through curriculum, counseling, and community (p. 39).*

Three broad components of career education have been selected in developing these materials: Self-Exploration, Decision Making, and Life Planning. The purposes of the materials are to increase awareness, and to promote positive attitudes and participation in non-sexist career education and counseling. The Self-Exploration activities emphasize an awareness and appreciation of the individual's values, interests, and talents. They help explore personal qualities regardless of sex and help promote an acceptance of those qualities. The Decision Making materials encourage the development of decision making skills and competencies. Emphasis is placed on understanding strategies, implementing decision making strategies, and having knowledge of decision outcomes, particularly those affecting females. The Life Planning section involves developing an awareness of careers and career

planning skills. The activities promote a recognition of the relationship between career choice and self-awareness regardless of sex, and the ability to match career plans with educational requirements. Finally, life planning includes an understanding of the relationship between career and lifestyles.

In developing the learning materials, a number of guidelines have been considered. First, these materials emphasize sex-fair approaches. Integration of Title IX concepts is considered a unique and important contribution to career development. Second, these materials do not constitute a total career education program. The goal is to provide materials that extend existing career education programs. Third, the learning materials are designed to be generative rather than prescriptive. The purpose is to provide materials which help facilitators generate new ideas. Last, the learning materials are designed to be experiential in nature, encouraging active student participation.

It is important to realize that the materials have been developed within a specific time frame. Consequently it is critical that the facilitator remain informed on the specific issues of non-sexist career education and be responsible for updating the statistics found in the materials.

## SOCIALIZATION

The socialization process affecting children influences future choices in a number of areas including career choice. Sex role socialization begins at birth and continues throughout a person's lifetime. The limitations of sex role stereotyping begin to appear with the decoration of the newborn's crib with particular colors (blue for boys, pink for girls), and ornaments (flowers and dolls for girls, trucks and sports articles for boys). Stereotyping continues as baby girls are more frequently touched, spoken to and hovered over than baby boys (Goldberg and Lewis, 1969). This treatment may be related to the findings of studies which indicate that preschoolers know their sex, and that as early as the age of two have begun to form sex-differentiated behavior patterns that fulfill adult sex role expectations (Brown, 1958; Kagan, 1969; Ward, 1969).

School reinforces the development of these sex roles, and stereotyping occurs as a result of the models presented through school materials, school employees, and school policies, and as a result of the school and parental expectations for children.

The models of women and girls presented in textbooks and other school materials are very limited. *Dick and Jane as Victims* (Women on Words and Images, 1975) reports an extensive study of 2,760 stories in 134 children's readers. The findings reveal that males are represented on the average four times more than females. This includes stories featuring adults, children, and sex-identified animals. In analyzing the pictures and illustrations in the books, the authors found that girls in the illustrations most often performed non-assertive, non-physical behaviors, and often watched the active, adventurous play of the boys. The story lines consistently reflected the passive, dependent role of women while portraying men in an active, independent role.

The expectations of parents and school personnel are another direct influence in reinforcing sex roles. Counselors and parents encourage males to choose careers which will be profitable, steady and successful. In contrast, they assume female involvement in the work force will be temporary, and that women will work only before marriage and children, or if necessary, after their husbands are no longer the providers. Consequently, both the school and parents usually encourage young women to aspire to minimal, less responsible jobs.

Models outside the school environment do nothing to counteract the sex role stereotyping.

Young women and girls have few role models in the higher paid, more responsible areas of the professional and skilled labor work force. Labels and titles such as chair*man* and business*man* reinforce the predominance of men. Although slowly changing, the labels still indirectly communicate to females that they are not expected to aspire to positions of responsibility.

This primary socialization, beginning at birth and continuing through school and career, shapes aspirations and perceptions of sex roles. The result is that as opportunities for boys grow, those for girls steadily decline. The socialization process reinforces the stereotype that girls need not prepare for a lifetime career which is profitable, steady and success-oriented.

## WOMEN IN THE WORK FORCE

Since World War II the number of American women in paid employment has been steadily increasing. Eli Ginzberg, Chairperson of the National Commission for Manpower Policy, considers the rate that women are entering the work force the "phenomenon of the century." By 1974, the U.S. Department of Labor statistics indicated 46% of the work force was female; of all women between 18 and 64, more than half worked outside the home. In contrast only 29% of the work force in 1950 were women. Of working women in 1974, 23% were single, 19% were divorced, separated or widowed, and 58% were married. In addition, minority women are more likely to be married, mothers, and in the work force than white women.

The reasons for the increase in the number of women working are varied. For most women, the reason is economic. As the above statistics indicate, 42% of all women workers cannot rely on incomes from husbands. In addition, 26% of married women workers have husbands earning less than $10,000 annually. In 1975 only [illegible]ut of 100 husband-wife families were supported by the husband as the sole breadwinner. U.S. Department of Labor statistics also indicate that 32.2% of all heads of households in 1973 were female. The proportion of non-white female family heads for 1973 was 51.4% while white women accounted for only 24.5% of heads of households. In 1974, 54% of female family heads were in the work force. Clearly, most women work to support themselves and their families, and many work to supplement the husband's income, which may be insufficient to meet family needs.

The increasing life span for women has encouraged many women to seek work outside the home. Childbearing for many women is ended by age 35. With an average life span of 75 years, most women have 25 years for a potential second career. When coupled with the U.S. Department of Labor projection that 9 out of 10 women will work at some point in their lives, the years after 35 become very important. Brandenburg (1974) has identified the period of "middle motherhood" as a critical stage for women. She cited this period when a woman's husband is involved in his career and their children are in school as the second most essential occasion for career exploration following high school. Brandenburg suggests that some women return to school to aid in this period of exploration; others look to the work world as an answer.

Finally, attitudes toward women working outside the home have changed. A 1976 survey of young women conducted by the American Council of Life Insurance indicates that career choice is slowly gaining acceptance. Thirty-four percent of the survey respondents indicated they wanted to be married *and* successful professionals or executives. This contrasts with 26% in 1970. Those who prefer the lifestyle of a homemaker have declined from 42% in 1970 to 25% in 1976. Finally, 19% desired a single lifestyle with a good job. The trend seems to be toward careers outside the home.

Most women entering the work force have only high school training consisting of a core curriculum, home economics, family and human development, and basic secretarial courses. When women have postsecondary educational training, it tends to be in traditionally "female" areas—teaching, nursing, and business education. Kreps (1977) notes, for example, in technical/vocational schools women enroll in 95% of the health courses and 79% of the commercial business courses. Generally the traditional occupations tend to be crowded, particularly teaching; Peirce (1977) cites estimates which suggest there may be 24 teachers competing for every nine new openings by 1980. Generally, occupational concentration is much higher for women than for men—40% of female workers but less than 20% of male workers were employed in only 10 occupations, according to 1975 U.S. Department of Labor statistics; the majority of women workers are found in 20 of the 441 occupational categories.

In summary, education for women tends to reinforce social stereotypes and tends to limit occupational opportunities for women by discouraging nontraditional career choice and preparation.

## TITLE IX AND COUNSELING

The specific Title IX section (45 C.F.R. §86.36, *Federal Register,* June 4, 1975—see pp. 180-183 for a Title IX summary) which covers counseling prohibits sex discrimination in the guidance of students or applicants for admission and the use of discriminatory testing or other counseling materials. In addition, counselors are prohibited from discouraging members of either sex, either informally or formally, from enrolling in a course:

> *Where a [school] finds that a particular class contains a substantially disproportionate number of individuals of one sex, the [school shall] . . . assure itself that such discrimination is* not *the result of discrimination on the basis of sex in counseling . . . by counselors (emphasis added).*

Since most counselors' guidance functions touch all students at one time or another, it is important that the counselor understand and implement the spirit and letter of Title IX.

The *Self-Study Guide to Sexism in School* (Pennsylvania Department of Education, 1974) lists the elements of guidance which should be reviewed and remedied where bias is found:

- *All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents rather than on their sex.*
- *Students should not be discouraged from taking any class because of their sex.*
- *Students should be encouraged to consider career options not traditionally associated with their sex. (This should occur not only in individual counseling late in high school, but also in a coordinated career development program beginning at least as early as the middle years.)*
- *Work/study experiences should not be assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.*
- *Vocational preference tests should not have separate forms or separate marking keys for females and males.*

- *Every standardized test should state clearly the population on which it was normed (including sex breakdown) and the uses to which it may validly be put.*
- *Standardized test items should avoid sex stereotypes in the content of problem statements.*
- *Personal counseling should place emphasis on individual characteristics rather than traditional "masculine" or "feminine" roles.*
- *A student or the student's parents have the right to examine that student's school records. This option should be exercised to review records for sex-biased comments, test results and/or interpretations.*
- *College counseling should provide the student with knowledge of different types of post-secondary programs and institutions.*
- *Special programs (such as role model seminars and workshops on family relationships, career aspiration and career problems) are provided to help overcome the effects of past discrimination (pp. 31-32).*

## A GUIDE FOR USERS IN RURAL/NON-URBAN SCHOOLS

It is important that counselors and teachers identify local role models and help students understand the potential for choices in their lives. It is imperative that high school counselors and teachers help their students—female and male —understand that the lives of their parents or grandparents may not be similar to their own future. For instance, economic needs of single parents and the necessity of financial contributions from both marriage partners has already made an impact on rural populations.

In many small communities and rural areas, sex role stereotyping seems to be maintained by ignoring nontraditional roles or by accepting those people as an individual exception. Thus, with few role models brought to their conscious awareness, high school girls think they have very few career options. Many young women are not aware of their nontraditional background, even though many farm women and girls make significant contributions as unpaid farm workers and in some instances as owners and managers. It is also not unusual in smaller towns and cities to find local cafes and small business operations being run and/or owned by women.

To assist in career development in areas that attract and support young people staying or returning to the community is difficult and requires specific knowledge and understanding of the local community and its economy not furnished by books or these materials. In addition, those students who leave for further training, further education, or permanently, also need knowledge of a wide variety of possible options and decision-making skills. It is our hope that in small and/or rural schools that counselors and teachers will make an all-out effort to explore their local communities with their students. Most important is that students develop their potential to the fullest whether that means remaining in the community or leaving.

It may be that the local public library or school library lacks the variety of a larger system; however, this further emphasizes the responsibility of the school staff for teaching the ability to explore

career options to their students. These materials help fulfill this need because they are not dependent upon large budgets or extensive resources. Most of the supplemental resources are found at the back of this book and need only be copied for group use.

## CULTURAL DIVERSITY

Awareness of cultural diversity is important at all times in education, particularly when values are being explored. Sue (1976) defines culture as:

> *. . . all those things which people have learned to do, believe, value and enjoy in their history. It is the ideals, beliefs, skills, tools, customs and institutions into which each member of society is born (p. 9).*

Five major components of culture have been identified: ethics, social patterns, language, diet and costuming. These components are not always immediately visible. First, social patterns and ethical concepts (values and beliefs) of a culture are often not articulated to members of other cultures. If there is little contact with members of a given culture, it may be difficult to identify differences in values or behaviors. Second, many cultural elements such as words, slang phrases, foods, and clothing have been adopted by the dominant culture, making it difficult to distinguish them as specific cultural elements. Finally, the "melting pot" theory has encouraged assimilation of ethnic groups into the dominant culture and encouraged an abandonment of cultural values and institutions. Because of these three forces, identification of cultural differences has often been difficult.

In spite of these forces, many groups have intentionally or unintentionally maintained some common characteristics such as ethnicity, religion and selected social patterns. There is also a movement for individuals and groups to reestablish or develop new ties with their cultural heritage.

It is critical that facilitators recognize and encourage learners to understand that cultural diversity exists in our society. The term "cultural diversity" implies that there are *differences* as well as similarities among cultures. With the increased mobility of the population, and with increased interaction among cultures, these differences must be acknowledged, explored and accepted. Acceptance, however, does not necessarily mean personally adopting other beliefs or social patterns; it does mean recognition and tolerance.

One way to explore cultural diversity is to, first, have the learners trace their own heritage and explore the cultural components of their personal heritage. Then they can explore, in the same way, the various ethnic and cultural groups found in the local community. Comparisons can be made to demonstrate the kind and importance of these differences. Finally, the learners can begin to examine cultures not represented in the community, again making comparisons regarding the kind and importance of the differences. Occasionally learners may feel uncomfortable when confronted with differing values and social institutions. The facilitator will need to be sensitive to these responses and assist the learners in dealing with these reactions.

The activities have been constructed so that cultural differences may be considered. However, when the activities do not sufficiently consider local cultures, it will be necessary for the facilitator to attend to specific local influences and to make the appropriate adaptations.

When facilitators come in contact with an unfamiliar culture, and especially when in doubt about value differences, they should make efforts to become familiar with that culture. The facilitator will have limited success in establishing rapport without this knowledge, for the learner will usually view this lack of knowledge as disinterest and/or a lack of expertise. It would be harmful to the facilitator/learner relationship to be based on sterotypes of the culture.

Value structures, which reflect culture, do affect career choices and career development. The purpose of the learning materials is not to change the learners' value systems, but to help them learn what their values, interests, and talents are, to help them realize that other values exist, and to help them apply decision making skills in choosing career alternatives.

## NONTRADITIONAL OPTIONS

It is as important to account for individual differences as it is to account for cultural differences. A concern for individual differences is based on the recognition that people have different skills, talents, and interests. When applied to the area of career development, the existence of differing abilities translates into a variety of career interests. In the work force, however, occupations are often considered men's jobs or women's jobs. This dichotomy reduces the number of career choices open to females and males. Consequently, stereotypic career tracking in learning situations is counterproductive to the development of unique and individually determined career choices. A primary goal of these materials is to promote the development of positive attitudes toward nontraditional educational and occupational options. These options include not only career choices, but nontraditional work roles and lifestyles as well. These ideas and values are embedded in the materials and it is the responsibility of the facilitator to reinforce the concept of a wide variety of options.

It is important that the relationship between jobs and careers be clarified. Many people, particularly women, do not recognize that the variety of jobs they have held are part of a career pattern, i.e., jobs are individual employment positions whereas a career represents the pattern of specific jobs. Learners should realize that specific jobs may vary while the pattern or interest field remains relatively constant. Learners should be encouraged to explore various occupations within a career pattern. An examination of both nontraditional and traditional jobs related to career goals will enhance the learner's career choice.

It is critical that changing work roles be identified and explored with learners. While the majority of the work world will retain elements of the traditional 40-hour work week, it is increasingly clear that advantages exist in nontraditional work roles. A growing number of employers are making use of part-time employees, shared work assignments by married couples, and flexible work hours. These roles provide important advantages to employees as well as to employers. Part-time employees can work at peak production and service times while providing an opportunity to combine research. Shared work assignments tap the talents and energies of two people instead of one while also providing time for the employee to combine work with other activities. Flexible work hours alleviate problems of absenteeism and tardiness while allowing time for the fulfillment of family and personal obligations. These nontraditional roles should be explored within a career development program.

We are also increasingly aware that there is a relationship between career and lifestyle. People are recognizing that congruence between an individual's way of living and the method of making that living is a necessity to emotional and physical health. There is an interaction between the income level,

work hours, physical demands, et cetera, and non-work concerns such as family, leisure, and education. Learners should be encouraged to analyze and select the living and career patterns which best suit their needs and preferences. Nontraditional career options provide people with choices among various corresponding lifestyles.

## ADMINISTRATOR, COUNSELOR AND TEACHER RESPONSIBILITIES

The success of exploring nontraditional career options at the secondary school level is highly dependent on the establishment of a positive, humane environment. Fox et al. (n.d.) identify eight factors which comprise a positive school climate: respect, trust, high morale, opportunities for input, continuous academic and social growth, cohesiveness, school renewal and caring.

It must be recognized that in the exploration of nontraditional career options, some people will react negatively. The idea that work need not be labeled "men's work" and "women's work," and that roles are changing, is upsetting to many people. Thus, the professional educators (administrator, counselor, teacher) must be responsible for a positive school climate which supports the exploration of many options. Doak (1970) points out that:

> *The climate of an organization is the first and most important concern in initiating and sustaining change. People simply do not change in a threatening atmosphere—they become defensive and entrench. They may change surface behaviors—conform—receive and respond at the lowest level possible and acceptable to the powers that be; but attitudinal change and subsequent behavioral change must be preceded by perceptual change. This implies a willingness to accept new information. It is here that the stage for change is set (p. 361).*

ADMINISTRATOR support of the philosophy and goals of these materials as well as nontraditional career options is particularly important in the sense that:

> *In many ways the school principal is the most important and influential individual in any school. [S]He is the person responsible for all the activities that occur in and around the school building. It is [her] his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of* concern for what students may or may not become *(Fox and others, n.d., p. 122; emphasis added).*

Brickell (1962) also emphasizes the administrator's importance to the implementation of new programs because they have the necessary authority to promote a program or idea. Most changes in curriculum will not survive unless an administrator actively promotes or is involved in the change according to Brickell.

COUNSELOR commitment to the philosophy and goals of these materials is also important. In addition, the counselor can assist in the use of these materials in some very concrete ways: as a coordinator of the implementation process of the activities in different classes, as a demonstration facilitator to teachers and/or parents, and as a public relations person to staff, parents, and board members. Finally, the counselor has access to career information and projections plus specialized training in helping students assess their interests and rationale for choices.

TEACHER involvement in the implementation of these materials is of paramount importance. It is the classroom teacher who can select appropriate exercises and help students understand the applications of specific areas to a wide variety of fields. It is the classroom teacher who by attitude can discourage or encourage a wavering student to explore an area of interest.

# METHODOLOGY

## FORMAT

The total packet of materials is divided into three major components—Self-Exploration, Decision Making, and Life Planning. Rather than examining specific career options, individual exercises encourage the learner to examine the *process* of career exploration. This approach allows for a flexible use of the activities in a variety of community settings. When used with existing career programs, activities have been successfully used outside of the format.

Because of counselors' time constraints, it is difficult to work extensively with every learner on career development; therefore, the materials have been designed for use with small groups. This approach allows for maximum use of the counselors' time as well as providing the learners an opportunity to share attitudes and opinions. In some situations, the activities may also be adapted for use with individuals.

The materials may be used in groupings or as a unit particularly with activities which build upon previous ones. However, each activity can be used independently—it is not necessary to begin with the first activity and progress to the end of the materials.

The materials do not attempt to be a total career program. They are intended to be used in conjunction with other materials and programs especially in stressing sex-fair attitudes in career planning. If no other career materials are used or if a career program is being developed, the materials may serve as a basis for planning.

### *COMPONENTS*

SELF-EXPLORATION is the first section. The purpose of the section is to stimulate an investigation of personal qualities which influence career choice. The unit explores three areas—values, interests, and talents.

The second section promotes the development of DECISION MAKING as a skill. Decision making is a skill that learners can use in a variety of settings, but particularly in career choice and in occupational situations. The activities examine various methods of decision making, encourage recognition of the outcomes of personal decisions, and provide opportunities for making simulated and actual decisions.

Finally, LIFE PLANNING encompasses career awareness and career preparation. These activities encourage learners to match personal qualities with occupational skills, identify and research personal career interests, identify educational alternatives, and examine potential life styles associated with career interests.

### *FACILITATOR/LEARNER FORMAT*

The format of the individual activities was developed to make the materials adaptable to a number of different groups and learning situations. FACILITATORS may be teachers, counselors,

administrators, or parents; LEARNERS may be students, parents, school staff members, or school board members. The facilitator column provides background information and a description of the activity purposes as well as suggested directions for the implementation of the exercise. The information in the learner column is intended to help these groups and individuals focus on critical concepts as well as to become more involved in the activity.

We recommend that facilitators reproduce only the sections of the activity that have direct application to the learners. Complete reproduction of the activity page tends to be distracting.

*EXPANSIONS AND VARIATIONS*

Several activities include sections marked "expansion" or "variation." These sections are extensions of the original activity. EXPANSIONS are activity components the facilitators may want to use *in addition* to the original activity. VARIATIONS are those that the facilitators may want to do *instead* of the original.

*LEARNER MATERIALS*

Most of the activities are independent and require no additional information to be used successfully. When activities do require the use of a checklist or additional reading materials, these have been provided in the LEARNER MATERIALS. These materials are referenced in the facilitator and learner columns of the activity. Learner Materials are also cross-referenced back to specific activities. We suggest reading the activity thoroughly to identify any needed materials before using it with learners. In most cases, Learner Materials may be reproduced intact.

*MODIFICATIONS*

The materials provided are not considered an ultimate product. Facilitators should feel free to adapt or change the activity to suit the learning situation best. We do hope, however, that the emphasis on nontraditional options and the concern for sex-fair career education is not eliminated.

*TIME LENGTHS*

In a few activities, time limitations are suggested. Because they are only guidelines, these suggestions should not be followed rigidly. A review of the activity will help in assessing time needs. We recommend that facilitators use their discretion in assessing and adapting to the needs of the specific learning situation.

## JOURNAL ENTRIES

JOURNAL ENTRIES are designed to be an ongoing technique which should be initiated at the beginning of a career program. The learners should select the way they want to record personal entries about discoveries, successes, failures, attitudes, and happenings which will aid them in learning more about themselves. Some may want to record these entries on tape for later transcription. Some may want to begin a "Who Am I" folder, others may want to write out entries in great detail or in an abbreviated manner. (Facilitators can encourage learners to record information about themselves by asking learners to make a journal entry in response to the question "What did you learn about yourself today?") Most important is that the learners know that the purpose of the entries is to help them

discover more about themselves. Perhaps individually or as a group, the learners may choose to divide their journals into sections, such as personal, career, and biographical observations. The form is not important, as long as the entries are helpful in aiding the learners to view and analyze the information collected with ease. It is also important the learners understand that these entries are for their personal use. Assuring privacy by guaranteeing that they can elect to share journal entries, and that they will not be forced to submit the Journal or read excerpts to others, will encourage the learners to make candid, personal entries which will assist the self-exploration process.

Interspersed among the activities are sample journal entries. These entries are fictional and the placement of these samples is to serve as an example of how the Journal can be helpful.

## INTERVIEWING

It is not the purpose of the activities to have the learner conduct professional interviews. Instead the interview activities can serve as catalysts for active thinking and active doing—both cognitively and emotionally. By questioning other people regarding their traditional and nontraditional beliefs or practices, then analyzing that information, the learner may realize at a personal level that there are many differing, but acceptable ways of working and living.

The interviewing activities can be adapted and extended to fit a variety of situations. Facilitators may encourage learners to go beyond the few exercises provided here in employing interview skills.

Interviewing is especially useful in discovering attitudes, feelings, and thoughts of individuals. The questioning process provides an opportunity to explore with people their ideas and beliefs. Second, interviewing as a method allows for an explanation of individual interpretations. Third, interviewing encourages flexibility in the communication process. The interviewer can ask for additional information, for clarification, or can challenge the person on statements and positions. Other communication settings do not encourage this kind of interaction.

The facilitator should encourage learners to prepare prior to the interview. Preparation will help the interview go smoothly, and it will help the learners achieve their purposes for the interview. Some suggestions are:

1) Know the name of the person being interviewed.

2) Have some knowledge of the topic (i.e., the career) before the interview.

3) Clearly identify the purpose of the interview—why the information is needed, how the information will be used, and what information is needed.

4) Have potential questions prepared before the interview; questions should deal with information that is not found in a career handbook, and may consider the person's attitudes toward the job.

5) Have the questions organized before the interview.

6) Practice the interview situation with friends, or other learners. Learners may also want to role play the phone call or contact made in setting up the interview.

Learners should be encouraged to be as clear and concise as possible once in the interview situation. They should orient the person to the interview by introducing themselves (if necessary), explaining the purpose of the interview, and establishing a comfortable feeling in the interview. Learners should be aware that they are not restricted to asking only prepared questions. If more information is necessary, or if clarification is needed, learners should feel free to ask additional probing questions. Learners should also feel free to ask specific as well as general questions, and to ask neutral as well as loaded questions.

Organizing questions in an interview is often a difficult task. The most satisfying interviews are often those in which questions are sequenced for both the total interview and the topics within the interview. Learners should be encouraged to develop an organizational plan before conducting any interviews. The two most common sequences use variations of the funnel approach. The funnel sequence begins with general, broad questions and continues with increasingly specific questions. The inverted funnel sequence reverses this process. The third method, the five-step sequence, was designed by Gallup and others to assess the intensity of attitudes or opinions. This method may be useful in certain interview situations. The steps are:

1) Awareness (Tell me about . . .)

2) Uninfluenced attitudes (What are the advantages/disadvantages to . . .)

3) Specific attitude (Do you agree or disagree that . . .)

4) Reasons (Why do you think/feel that way?)

5) Intensity of attitude (How strongly do you feel . . .)

Most people feel the interviewer is the one who is responsible for the success or failure of an interview. Learners should recognize that while interviewers have a responsibility for preparing for an interview, the person being interviewed also has responsibilities in the interview. If learners are disappointed in the results of the interview and they have followed all the suggestions outlined above, they should recognize that there are elements of the interview which they cannot control.

## ROLE PLAYING

The uses of role playing in learning situations are varied. First, it encourages a better understanding of another person's attitudes and positions. For example, it can help an employer understand problems an employee has and vice versa. Second, it can encourage experimentation with roles and attitudes that learners want to explore. It allows for experimentation without commitment on the part of the learners; they can adopt an attitude or position without feeling that it is something they have to maintain. It will provide flexibility for the learner in viewing others' attitudes. Third, it illustrates and emphasizes specific positions and attitudes that may otherwise be hidden or poorly expressed. It helps to clarify how individuals view others and how they perceive attitudes and actions.

There are several guidelines for the implementation of role playing in groups or in learning situations:

1) Introduce the role playing by explaining what it is and by indicating your goals and objectives for it. This will clarify for the learners what the role playing is to accomplish.

2) If learners are unfamiliar with role playing as a method, you may want them to practice with role playing situations that are simple and clear. This will help the learners grow accustomed to the activity, and will help them feel more comfortable with it.

3) Treat role playing as a serious educational activity. The learners are unlikely to view it seriously if the facilitator does not approach it seriously.

4) Give the learners enough time to become familiar with the role they are to assume and to do any research that may be necessary. This is particularly important if the learners are to assume roles which they have never observed or experienced. Research may include interviewing a person who is in the role, reading about a particular occupation, or observing someone who fits the role. Encourage the learners to conduct the research before participating in the role playing.

5) Encourage students to express feelings as well as ideas in the role play. Often it is the attitudes that are important in a conflict situation rather than the concepts. In addition, a person may have to resolve the emotional problems before the content issue can be resolved.

6) Follow the role play with discussion. You may want to focus on some of the following:

   a) the feelings the players had during the role play toward themselves;

   b) the feelings the players had toward the other participants;

   c) what was learned about the ideas held by the other participants;

   d) what was learned about the attitudes held by the other participants;

   e) what alternatives were not examined in the role play;

## GROUP TECHNIQUES

A method which promotes personal growth through a sharing of knowledge and feelings involves participation in small groups. A major focus of group techniques is the generation of individualized and personally relevant materials and activities. A small group will generally be considered five to seven members.

The use of small group techniques encourages a flexible use of the learning environment. The group activities which follow are designed to promote learner creativity, responsiveness and participation, understanding and insight into other perspectives, and problem solving and decision making. Additionally, a critical function is to generate emotional support for learners.

Many of the activities involve small group discussion. The primary function of this process is shared analysis and decision making. The facilitator should encourage learners to follow an organizational plan when participating in small group discussions. Most complaints about group discussion are a result of aimless conversation in the group. A basic organizational plan for follow-through discussion may include:

1) clear statement of the problem;

2) identification of the critical issues of the problem;

3) identification of the possible causes of the problem;

4) identification of the criteria for a good solution (what are the critical needs that must be met?);

5) statement of all possible solutions;

6) analysis of each solution and selection of the best solution using the criteria.

Learners should also be prepared to use good communication skills in the discussion. Facilitators may want to review with learners the following suggestions:

1) be willing both to talk and listen;

2) be objective; try to avoid emotionalism;

3) provide constructive, relevant information and criticism;

4) be prepared; do research if necessary;

5) be clear and concise in stating your ideas and opinions;

One extensively used group method found in these materials is simulation. A simulation is experiential in nature and often generates high participant involvement. The purpose of simulation is to replicate a real-life process. Often participants experience situations which encourage responsible decision making.

Simulation offers learners the chance to practice a behavior or experience a role or life position without having to live with the consequences. Because of this unique characteristic, learners can experience a reality through simulation, experience the emotional levels of the activity, and can appreciate the consequences without having to experience the actual event.

Both simulation and small group discussion foster sharing and experiencing of attitudes and information.

# IMPLEMENTATION

## DEVELOPING NEW MATERIALS

Because nontraditional career education is a relatively new field, it may be difficult to find existing materials which meet the needs of your learning situation. When this situation occurs, you may want to develop your own materials.

One method of devising new materials is to generate dilemmas concerning issues you feel are important. A dilemma is a situation involving conflict. Learners are encouraged to analyze and evaluate alternatives, and to make decisions based on the analysis. Dilemmas do not have correct answers. They encourage learners to use decision making skills in simulated settings. You may want to use the list of lifestyle components listed in the activity *Occupational Lifestyle Analysis* on page 114 as a starting point for developing dilemmas. Other topics for consideration in the context of women and men entering nontraditional fields may include: money, aging, romantic relationships, dress codes, loyalty, honesty, cooperation/competition, health standards, rules/authority, and responsibility. Have learners examine how the resulting conflicts and predicaments facing these individuals can be resolved.

Mattox (1975), in her book *Getting It Together,* suggests the following guidelines for the creation of dilemmas:

1) *Build the dilemma so that a relevant . . . predicament is presented. It should contain a real choice. In order to have cognitive conflict there must be a variety of plausible alternatives and no universal agreement about the issues.*

2) *When possible, use real-life problems so that the students identify with the setting and situation of the dilemma. Whenever the situation is made-up or involves another time frame, the content must be especially relevant.*

3) *The story should be simple, interesting and short. Unnecessary details should be excluded.*

4) *The story should culminate in a decision. Take care to construct a focus question which poses a choice.*

5) *Make sure the situation is a genuine dilemma and not a story with a moral. If the right answer is obvious, it is not a dilemma. Do not "lead the witness" or indoctrinate.*

6) *Ask questions about the choice, the reasons for the choice and alternatives to the choice. Avoid "either–or" or "yes–no" questions. They are dead-ends for discussion. The wording of a question can often be changed to disallow a "yes" or "no" answer (pages 162–163).* *

For those who want to create a more complex activity for learners the educational game may be

*Reprinted with permission of publisher of *Getting It Together* by Beverly A. Mattox. Copyright 1975, Pennant Press, La Mesa, California 92041.

considered. Like the simulation, the educational game is often experiential, requiring total involvement of the learners in the activity. If directed properly, this learner involvement can facilitate the learning of concepts and attitudes and feelings.

C. C. Abt (1970) has suggested a series of steps to be used in designing a new game or activity. These are summarized below:

1) Identify the goals of the game. What are the intended learner outcomes? What specific skills or concepts are being targeted?

2) Define the scope or parameters of the game. Identify the place where the game situation will take place and the time frame for the game. Is it located in the future, the present, or the past? Specify this time placement.

3) Identify the key participants. Each individual or group must have a clear role to portray in the game. Personalization may occur within this role definition.

4) Determine the participants' goals. What are they to accomplish? How may they go about achieving those goals (e.g., winning) within the parameters of the game?

5) Determine the participants' resources. This may be in terms of information, skills, power, or money.

6) Identify the interaction cycle between participants. This involves the order of play (turns), the steps or moves that can be made, and the time limitations for interaction.

7) Decide on game rules. Rules may involve the criteria for winning, how the interaction between participants may take place, etc. Rules should be as life-like as possible. They should reflect realistic constraints which prescribe the alternatives available to the participants. Criteria for winning should reflect real-life values.

8) Determine the game format. This may be a board game, simulation, or paper/pencil activity.

## ADAPTING EXISTING MATERIALS

One problem facing many schools is the need for non-stereotypic career materials. When developing new materials is not sufficient, begin by adapting current materials to reflect a sex-fair perspective. To adapt materials, first examine all existing materials. Most were probably purchased before Title IX regulations and they probably picture or refer to women and men primarily in traditional careers. It is important to make adjustments and changes so the learners realize that this view of careers and occupations is limiting and no longer appropriate. This does not mean that all career materials which demonstrate traditional attitudes must be eliminated immediately. The suggestions below are for the transitional period until replacement with non-stereotypical materials is possible. (*Note:* The suggestions preceded by an asterisk can be used as additional group awareness activities.)

- Develop a group project of identifying and altering sexist statements in career materials. Hand out various pieces of career materials and ask the learners to identify and change those phrases/pictures/pronouns/titles which are single-sex oriented.

* Develop a group writing project in which the learners rewrite the existing sex-biased career materials.

* Make a notation or warning sign to place on the materials which discriminate. These messages could include: "DANGER—this booklet does not contain equal sex representation," "As you read, include 'women' or 'she' each time 'men' or 'he' is written—these occupational areas are open to women and men," etc.

* Make new copies of the materials (e.g., mimeographed materials, and posters) with adjustments in the representation of men and women in careers.

* Place posters and signs in the career materials area which state or demonstrate a concern for equal educational opportunities, nontraditional career participation, and sex-fair attitudes.

Encourage speakers and others who present career materials to present information and materials in a non-discriminatory way. Attitudes of learners will seldom change if the people presenting the program(s) do not demonstrate their commitments by changing their behavior.

Write the suppliers of the materials you would like to purchase and let them know that you will not purchase their materials as long as they remain sex-biased.

Obtain new, non-sexist materials as soon as possible.

Purchase materials which are sex-fair.

## INTEGRATION OF THE MATERIALS INTO A PRESENT PROGRAM

The following materials can be used in various ways in the curriculum (see Format, p. 16). However if there is no career class in the school system, these activities can be integrated into various classes. By utilizing the activities in a class unit or single class activity, the need for sex-fair career exploration may be met. Most activities can be readily integrated and adapted for use in history, social studies, psychology, sociology, home economics, government, vocational education and distributive education. However the potential use of the activities in these and other classes is limited only by the facilitator's creativity and imagination. The following chart includes examples of ways that the activities can be integrated. It includes examples, not a total summary, of the various ways the activities can be used.

| ACTIVITY | CLASS | DESCRIPTION |
|---|---|---|
| Male/Female/Healthy Adult Characteristics (p. 51) | English | compare the results and conclusions of the activity to the representation of sex roles in various literary works |
| | Higher Math | tally and summarize the numerical results of the Inventory as a practical experience in statistics |
| | Typing | chart and type the summary of the results |

| ACTIVITY | CLASS | DESCRIPTION |
|---|---|---|
| Values Conflict Resolution (p. 99) | Drama | role play the situation for development of dramatic techniques and experience of a career-conflict situation |
| | Speech (Group Discussion) | conduct a group discussion featuring the situation to develop group problem solving skills |
| Career Preparation Decisions (p. 117) | Journalism | conduct interviews and write an informative article for the newspaper featuring previous graduates of the school and/or featuring various educational alternatives |
| | Speech | use information obtained by the interview and by other research to write and present a persuasive or informative speech |

## ACTIVITY WALK-THROUGH

This section is a sample of how an activity may be implemented and adapted to a learning situation. Facilitators are encouraged to adapt activities; this activity has been expanded to a two-week unit by having the group members participate in large group as well as small group phases. The activity used is *Sex Role Awareness in Media* (p. 46). The sample activity plan is outlined below:

1) Read the activity thoroughly.

2) Review other activities which may be used to prepare learners (e.g., Identifying Roles, p. 43).

3) Review TV programming and advertising, and make a list of acceptable programs which will be used in the activity.

4) Introduce the activity and have the learners define and discuss sex role (see definition, p. 28).

5) Have learners develop a chart to record information they will collect about TV programming. Base this chart on the list found in the learner's column.

6) Make a trial run by viewing TV programming during the group's meeting time. Instead of charting individually during this period, have the learners contribute to an informal group evaluation.

7) Make revisions to the chart, if necessary.

8) Assign TV programs to learners. A full week of programming should be used to generate a variety of examples of sex roles.

9) After all programming has been viewed, have the learners share the data they collected. They can, for example, summarize the data as follows:

   Rate the programs on a scale from 1 to 5, with one being the least stereotypic and five the most.

   Determine female/male characteristics by:

   computing average number of appearances;

   charting frequency patterns of behaviors or emotions (i.e., anger, joy, sadness, authority, decision making, etc.);

   writing physical descriptions of typical female/male TV characters;

   writing physical descriptions of typical female/male advertising characters;

   writing behavioral descriptions (e.g., strength, determination, manipulation, etc.) of typical female/male characters.

10) Collect samples of current textbooks from all levels and subject matters; also collect magazines and fiction books learners have read.

11) Assign learners to three groups: magazines, textbooks, and fiction.

12) Give learners time to collect their data (2-3 days).

13) Have learners share the data they have collected (see number 9).

14) Conduct a discussion using questions suggested in the learners' column of the activity.

## USING THE MATERIALS TO DEVELOP THE SUPPORT OF STAFF, BOARD, AND COMMUNITY GROUPS

Although the primary focus of the materials is the high school setting, these materials were designed to be used in a variety of learning situations. The school administrator may find uses for the materials or individual activities with school and nonschool groups. Some particular uses may include: in-service for teachers and staff members; in-service for board of education members and supervisory

personnel; community development for interested community groups; and parent awareness for parent groups. Service groups who work with people in identifying career interests and career skills may find the materials adaptable; these groups may include YWCA/YMCA, scouting organizations, etc. During the piloting phase, these materials have been used in diverse settings from Sunday School classes to penal institutions which indicates the broad applicability of the materials.

There are several advantages for an administrator to approach these groups with the materials:

1) To sensitize school-affiliated personnel to issues of non-sexist career development.

2) To promote non-sexist practices at all levels of the school system.

3) To generate support for nontraditional educational and occupational options among school personnel.

4) To develop a community sensitivity toward nontraditional roles for males and females.

5) To generate community support for nontraditional career development.

6) To promote an awareness among parents of the need for non-sexist career development.

7) To establish a community/parent/school dialogue on nontraditional career development.

Listed below are suggestions of activities concerning nontraditional options which are more easily adapted for use with adults:

*VALUES, INTERESTS, AND TALENTS*

Sex-Role Awareness in Media, p. 46
Responding to Nontraditional Situations, p. 49
Male/Female/Healthy Adult Characteristics, p. 51
Title IX—Your School, p. 59
Recording and Comparing Attitudes Toward Men and Women, p. 60
Myths and Realities—Women in the Work Force, p. 62
Literature Study 2—Free To Be You and Me, p. 66

*DECISION MAKING*

Fall-Out Shelter Game, p. 94
Occupational Prestige Rankings, p. 98
Values Conflict Resolution, p. 99
Title IX—Providing Counseling Materials, p. 100
Title IX—Postsecondary Admissions Policies, p. 104

*LIFE PLANNING*

Marriage or Career Dilemma, p. 112
Occupational Lifestyle Analysis, p. 114
Occupational Stereotypes, p. 115
You Can't Find a Job, p. 136
10-15 Year Future Fantasy, p. 138

## DEFINITION OF TERMS

*androgyny* – the psychological attitude which encourages role flexibility by allowing individuals to operate outside cultural and social stereotypes. Rather than being masculine or feminine, an "androgynous" person is one who integrates feminine and masculine behaviors.

*affirmative action* – actions taken to prevent discrimination, and efforts made to remedy the effects of past discrimination. Affirmative action goes beyond "neutrality" in hiring and promotion decisions, and requires *result-oriented, specific* steps for comprehensive implementation.

*feminine* – a list of characteristics which are considered only appropriate for, or peculiar, to women (e.g., affectionate, cheerful, childlike, compassionate, loyal, gullible, gentle, sensitive, sympathetic, tender, understanding, warm, yielding, etc.). The list is limited and limiting when *only* these characteristics are expected of an individual.

*feminism* – the theory of sex equality in the economic, social, and political arenas.

*masculine* – a list of characteristics which are considered appropriate for or peculiar to men (e.g., strong, aggressive, ambitious, analytical, assertive, athletic, competitive, self-reliant, dominant, forceful, independent, individualistic, decisive, etc.). The list is limited and limiting when *only* these characteristics are expected of an individual.

*non-sexist* – actions, materials, and attitudes which are designed to end discrimination based on gender.

*sex bias* – a prejudiced attitude for or against a person based on gender. It is any factor which may influence individuals to limit their personal and career choices because of gender. It also occurs when others use gender as a means of limiting options for individuals.

*sex discrimination* – to make a difference in treatment or favor based on the sex of the individual rather than on the individual's merit.

*sex-fair* – where there is no difference in the treatment of females and males. Behavior or treatment is sex-fair when it is not influenced by preconceived expectations or attitudes of an individual based on gender.

*sex role* – the group of behaviors and qualities which characterize males and females in a given culture. Sex roles are often attributed to people in a society regardless of appropriateness to the individual.

*sex (role) stereotype* – oversimplified generalizations in which roles are prescribed for females and males to follow. These roles act as models in patterning behavior for children. The stereotypes may be useful in providing stability, but are harmful by limiting the potential of individual women or men.

*sexism* – a system of beliefs (unconscious or conscious) which encompasses sex bias, sex discrimination and sex role stereotyping and which is somewhat analogous to racism.

*stereotyped images* – the images or portrayals of people or groups which reinforce or maintain the stereotyped generalization associated with individuals or groups.

*they/their* – *"For more than four hundred years, reputable writers and speakers of English have used they, their, them, and themselves as singular pronouns for indefinite antecedents"—Miller, 1977 (p. 145).* This form has been employed as a singular pronoun in these materials to replace the awkward he/she and the conventional but biased he.

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# ACTIVITY PLANS

## SELF-EXPLORATION

The initial aspect of a total career planning program is self-exploration. Exploration of self can be channeled into three areas: values, interests and talents. The values section strives to help learners recognize their value structure, primarily as it applies to work situations. With this knowledge the learners can further explore their interests and talents and develop a much better understanding of individual career needs, wants, and capabilities.

The activities are structured to eliminate sex bias and to initiate consideration of non-traditional interests and career choices.

THURSDAY

"OUR COUNSELOR SAID THAT BESIDES NEEDING TO LEARN TRADITIONAL BOOK THINGS, WE NEED TO LEARN THINGS ABOUT OURSELVES. . . WE WILL BE LEARNING WHAT OUR OWN INTERESTS ARE, WHAT WE LIKE AND DISLIKE, WHAT WE VALUE AND HOW THEY MIGHT TIE INTO OUR FUTURE WORK, CAREER AND LIFESTYLE. I HAD NO IDEA THAT HIGH SCHOOL WAS GOING TO HELP ME LOOK AT MYSELF AS A PERSON . . ."

A. Self-Exploration

1. Values

Goal: To form a basis for discussion of values and to define the term.

*Activity Focus:* Definition of "Value"

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| To initiate exploration of the meaning of the term "value," have the learners write out answers to the first set of questions. | What living person do you admire the most? Why?<br><br>What historical person do you admire most? Why?<br><br>What object that you possess do you value the most? Why?<br><br>What do you value the most? Why? |
| *Step 2:* | *Step 2:* |
| Now have the learners explore the answers by discussing and answering the second set of questions. | Would your answers to the preceding questions have been the same a year ago? Three years ago? Why might age affect your answers?<br><br>Are there obvious differences in the way males and females answered the above questions? How? Why?<br><br>Are there differences in the answers of learners of various cultural/ethnic backgrounds? How? Why?<br><br>How do you think we obtain our values?<br><br>Are beliefs and values related? If so, how?<br><br>In what way do values affect decisions?<br><br>Have you found that your values conflict with peers, parents, etc.? How?<br><br>How might your values affect career decisions? |
| *Step 3:* | *Step 3:* |
| As a result of this exploration and discussion, have the learners define the term "value." | Define "value." |

*Activity Focus:* Definition of "Value" (Continued)

| FACILITATOR | LEARNER |
|---|---|
| Once discussion has covered essential points, a formal definition such as the following can be introduced:<br><br>Webster's *New Collegiate Dictionary* defines *value* as "something (as a principle or quality) intrinsically valuable or desirable." | |
| *Step 4:*<br><br>To further clarify this definition and promote understanding, have the learners list several values which can be discussed by the group. The individuals involved may have different interpretations and definitions of these values, and this should be discussed. When the discussion is concluded, the learners can make a journal entry to explore the personal meaning of "value." | *Step 4:*<br><br>Does everyone agree on the definition and meaning of each value?<br><br>If not, why might this be?<br><br>Is it necessary that everyone agree? Why, why not?<br><br>Why might it be necessary that individuals know what individual values mean to them? |

A. Self-Exploration

1. Values

| Goal: | To encourage personal recognition of feelings, the sharing of these feelings, and then the relating of these to the concept of "values." |
|---|---|

*Activity Focus:* Verbalizing Good Feelings About Self*

| FACILITATOR | LEARNER |
|---|---|
| Using the following questions, the facilitator can help learners recognize what they value.<br><br>The exercise may have more success if the facilitator introduces a question and then answers it personally before requesting answers of the learners.<br><br>It is important that the facilitator be very supportive of the individual learners, and when one elects to pass in response to a question, that it is done without comment.<br><br>*SAMPLE QUESTIONS:*<br><br>What is something you feel good about . . .<br><br>that you do on your own?<br>that has to do with school?<br>in relation to your family?<br>in relation to money?<br>that took courage?<br>that was a recent difficult decision?<br>that recently required a lot of work?<br>that you have made?<br>that you have purchased?<br>that you have changed in your life?<br>that you have done for others?<br>that you do which makes others happy?<br>that is an achievement?<br>that is a goal for your future? | *Discussion and/or Journal Entry:*<br><br>Did you feel comfortable making these statements? Why? Why not?<br><br>Which questions were the easiest for you to answer? Why were some more difficult?<br><br>If it was difficult, did it become easier as the activity was continued? Why do you think it did or didn't?<br><br>Do your answers give you clues about your values? How?<br><br>How do you feel about this activity? |

*Be sure that this activity is used in a group situation where the individuals have support among the group members and are comfortable with sharing personal information.

A. Self-Exploration

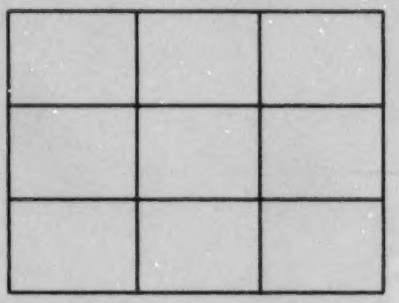
1. Values

Goal: To promote awareness of values by associating them with tangible items.

*Activity Focus:* Identification of Values

**FACILITATOR**

Make up duplicate sheets which are divided into nine uniformly shaped boxes, i.e.:



In each of these boxes place the name or drawing of an object which can represent one or more value(s). Some examples:

Grade report with A's
Athletic medal or letter
Twenty-dollar bill
Poem or story you've written
Car keys
Valentine from someone special
An educational scholarship
Aspirin
Family picture
The date of your 18th birthday
Letter or note from a friend

Have the learners rank the objects by placing a number in the right-hand corner of the box.

When everyone has completed the ranking, the group can discuss the objects and the values represented by these objects.

Once the discussion is completed, the learners can make adjustments in their ranking of the objects and make a record of personal discoveries, reactions and/or comments in their journals.

**LEARNER**

*Discussion:*

Was the ranking difficult? Why, why not?

Do all agree on the value implied by each object?

If there is disagreement, what are some reasons for it?

Does sex, cultural/ethnic background, parental influence, and peer influence affect your choices? How?

Is it important for all to agree upon the value of each object?

Is it important for you to define the value of the objects for yourself when ranking them?

MONDAY

"WE TALKED ABOUT DIFFERENT LEVELS OF VALUES LIKE WHEN WE THINK SOMETHING IS IMPORTANT. IT'S LIKE WRITING LETTERS; I COULD THINK ABOUT IT A LOT, BUT I GUESS I DON'T VALUE IT IF I DON'T REALLY WRITE THE LETTERS..."

A. Self-Exploration

1. Values

| Goal: To recognize that an individual has an internal value ranking system. |
|---|

*Activity Focus:* Ranking Values

| FACILITATOR | LEARNER |
|---|---|
| Present a list of values (such as the one below) to the learners.* Ask them to rank these values according to the importance in their lives. Suggest to the learners that it may be easier to rank the values if they first personally define them. This defining can be done individually or in a group.<br><br>Health<br>Family Involvement<br>Money/Wealth<br>Security<br>Helpfulness/Social Responsibility<br>Recognition/Achievement<br>Independence<br>Companionship/Friendship<br>Adventure<br>Influence<br>Knowledge<br>Imagination<br>Emotional Strength<br>Physical Strength<br>Honesty<br>Faith/Religious Beliefs<br><br>When the rankings are completed, the learners should form small groups (three to four people) to discuss the rankings.<br><br>The learners should feel free to re-rank items they discover they feel differently about during or after the discussion.<br><br>A journal entry can be made to record the ranking and reactions.<br><br>*The list of values is most workably presented on small pieces of thick paper or cardboard, or the facilitator can provide the list and the paper, and have the learners make their own. | *Discussion:*<br><br>Was it easier to rank these values than the objects in the previous exercise? Why? Why not?<br><br>Discuss the difficult choices. Why were they particularly difficult?<br><br>Discuss the easier choices. Why were they easier?<br><br>Could other circumstances change the way you rated these values?<br><br>Did you expect others to rate their values differently than you? How do you feel about those who did? Why?<br><br>Are there other values you feel are important which were not included? |

*Activity Focus:* Ranking Values (Continued)

| FACILITATOR | LEARNER |
|---|---|
| *Expansion:* | |
| Learners may want to add values to the above list. These can be added and then integrated into the ranked list. | |
| *Variation 1:* | *Variation 1:* |
| Have the learners rank the values as they think members of the other sex would rank them. Then discuss these results and compare them to those of several people of the other sex. | If there are differences, what do you think the causes might be?<br><br>How do these results affect your feelings and attitudes about the other sex? |
| *Variation 2:* | *Variation 2:* |
| Have the learners rank the values as they think their best friend would rank them. Then discuss these results and compare them to their friend's results. | How do these appear to be a basis for the friendship? |
| *Variation 3:* | *Variation 3:* |
| Have the individuals rank the values as they think their parent/parents/guardian would rank them. Then discuss these results and compare them to their original results.<br><br>The learners can have their parents rank the values which they can then use as a comparison. | Do the differences cause more conflicts than those of your best friend?<br><br>How do these enhance and hinder your relationship? |

A. Self-Exploration

1. Values

Goal: To compare "forced choice" and "free choice" value decisions.

*Activity Focus:* Forced Decision Making to Clarify Values (see pp. 150–155)

| FACILITATOR | LEARNER |
|---|---|
| Make copies of the *Values Forced Choice Inventory* (see p. 150) and have each learner in the group complete the test. Then distribute the evaluation forms and have the learners score their tests. | *Discussion:* |
| The results can be reviewed by discussing them in groups and/or by a journal entry. | Do the results reaffirm or contradict your concept of your values? (See results of other value ranking exercises.) |
| Emphasize the comparison to the results of the "free choice" ranking of values in the previous exercises. | If the results contradict this concept, what could be the reason? |
| | If the results are similar, what are some conclusions you can draw? |
| | Do the results of members of the other sex differ radically from yours? |
| | If these results do differ radically, why might this be? |
| | In your opinion, is the agreement or disagreement between sexes valid or not? |
| | Does your cultural or ethnic background influence your results? How? |
| | When might value differences between people cause problems? |
| *Expansion 1:* | *Expansion 1:* |
| Have the learners list the top three values they would like in a friend of the same sex, and a friend of the other sex. | How do the value lists compare to each other? |
| | How do these compare to your top three choices? |
| *Expansion 2:* | |
| This exercise could be repeated near the end of the career planning class or program to observe changes or similarities in value rating, and to see if the learners find it easier to make the choices once they know more about their values. | |

FRIDAY

"WE WROTE DOWN FOUR OR FIVE ROLES WE PLAY IN OUR LIVES AND WE RANKED THE ROLES IN ORDER OF IMPORTANCE. THEN WE TALKED ABOUT WHAT EACH ROLE MEANT TO US, AND WE LOOKED AT BOTH THE GOOD AND BAD ASPECTS. I NEVER REALIZED I HAD SO MANY ROLES. NO WONDER I'M OFTEN CONFUSED ABOUT MY FEELINGS AND ACTIONS. . ."

A. Self-Exploration

1. Values

| Goal: | To establish personal knowledge of roles as a basis for further discussion and evaluation of values. |
|---|---|

*Activity Focus:* Identifying Roles

| FACILITATOR | LEARNER |
|---|---|
| Discuss the meaing of "role." Explore the many roles an individual can have in their daily lives and how these roles can change as situations change. Elicit examples from the group. For instance, have them explore the many possible roles of an adult woman with children (i.e., mother, wife, homemaker, teacher—to her children, nurse—to her family, etc.). To initiate and/or demonstrate the exercise, have several members of the group individually answer the question "Who are you?" The discussion should continue until all feel that they understand what is meant by roles. | *Discussion:* |
| Have the learners list six* significant roles in their lives, and rank according to importance. | How do your values affect your choices and ranking? |
| Upon completion of the lists, divide the group into small groups of three or four people, to explore and discuss the choice of roles and ranking. | How many of these roles are sex-linked? |
| A journal entry can be made to record the list and ranking of the learners' role choices and their thoughts about these. | How do you think your list would read if you were a member of the other sex? |
| *Expansion 1:* | |
| Learners can individually or in a group label each role listed with a "+" or "-". The "+" would indicate a desirable role; the "-" would indicate a role which the learner would like to change. That learner should then plan a strategy to change that role. | |

*The number can be changed at the discretion of the facilitator.

*Activity Focus:* Identifying Roles (Continued)

| FACILITATOR | LEARNER |
|---|---|
| *Expansion 2:* | *Expansion 2:* |
| Have the learners list and rank the roles they think their parents see them in, that their friends see them in, their sibilings, their teachers, etc. Then discuss the results. | What roles do others (parents/friends/siblings/ teachers/etc.) see you in?<br><br>Which of these would you agree and disagree with? Why?<br><br>Do the roles you disagree on cause difficulties between you and these other people?<br><br>How do the roles you agree on affect your relationship with these people? |

ANNIE? ANNIE? IS IT REALLY YOU?
"CROSS MY HEART."
WOW! I DIDN'T RECOGNIZE YOU IN YOUR NEW MAIDENFORM BRA!
THANKS, TED.
OH, NO! BOBBY'S TEACHER IS COMING OVER IN FIVE MINUTES!
QUICK, HONEY! YOU WASH THE DISHES WHILE I DUST WITH LEMON PLEDGE!
SHALL I USE ALL-NEW LIQUID LUX?!
YOU BET!
HEY, HONEY! I CAN SEE MYSELF IN THE TABLE!
THANK LEMON PLEDGE FOR THAT!
THANK YOU, LEMON PLEDGE!.. HEY, THERE'S THE DOORBELL!
HELLO, MR. AND MRS. THOMAS! OH, WHAT BEAUTIFUL FURNITURE!
LIKE TO SEE OUR PLATES?
GB Trudeau

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A. Self-Exploration

1. Values

| Goal: To become aware of some of the ways sex roles are learned. |
|---|

*Activity Focus:* Sex Role Awareness in Media (see p. 25 for Activity Walk-Through Demonstration)

| FACILITATOR | LEARNER |
|---|---|
| After clarifying, discussing, and defining (see p. 28) the term "sex role," divide the large group into four smaller groups. The purpose of the individual groups is to survey sex roles in one of the following media choices:<br><br>Television: programming and commercials<br>Magazines: articles, stories, and advertisements<br>Textbooks: preschool, primary, and secondary levels<br>Fiction books: science fiction, romance, adventure and mystery novels (reviews and recently read books could be used)<br><br>*Phase 1:*<br><br>Allow the small groups time to develop the procedure they plan to use, to make up a form on which they will record their information, and to make a trial run. The following is a list of information which could be expanded and collected (also see the representative sample on p. 156 and additional ideas on p. 26):<br><br>sex of the prime characters<br>the number of each sex represented<br>clothes and appearance of these characters<br>feelings and emotions of the same<br>how the characters deal with conflicts and/or problems<br>activities performed by or duties of each sex<br>products represented (ads only)<br><br>*Phase 2:*<br><br>When the form is developed and the trial run is complete, the groups can evaluate the format of their form and make any changes they think necessary. | *Discussion:*<br><br>How do the media images match or mismatch your findings?<br><br>How might these media roles and/or stereotypes affect young children? adolescents? adults?<br><br>Discuss the ways sex roles are learned.<br><br>Discuss possible methods of changing any inappropriate representation of women and men in the media. |

*Activity Focus:* Sex-Role Awareness in Media (Continued)

| FACILITATOR | LEARNER |
|---|---|
| The learners can then begin to collect data. Allow them several days to do this and then, as a group, formulate a statement about the representation of females and males in their area. Each group can then present what they have found to be an overall picture of each sex, as it is represented in their area.<br><br>Following the presentations, the total group can take part in a discussion about the results.<br><br>*Expansion 1:*<br><br>Have the members of each group interview adults, students, adolescents, and children by showing and/or verbalizing the data accumulated in this exercise, and ask them to respond. Then return to the group for discussion.<br><br>*Expansion 2:*<br><br>Have the individuals repeat the exercise, this time keeping data on the number of careers represented and on which sex is represented in each. (You may want to consult or use the activity *Occupational Stereotypes* p. 115.) | |

A. Self-Exploration

1. Values

| Goal: To explore sex role attitudes in indirect communication. |
|---|

*Activity Focus:* Sex Role Reversal—Indirect Communication

| FACILITATOR | LEARNER |
|---|---|
| Have the group choose several popular songs which feature either a man or a woman as the subject of the lyrics. To test for sex stereotyping of the people in the lyrics substitute the opposite pronoun (e.g., she for he, him for her, etc.) and the opposite sex-linked nouns (e.g., girlfriend for boyfriend, John for Jane, etc.) for the original ones. Then evaluate the implications of the altered lyrics. | *Discussion:* |
| Repeat this with each of the chosen songs. | How would men react to the lyric changes? Why? |
| *Expansion 1:* | How would women react to them? Why? |
| Explore the sex role typing represented in television shows, television advertising, movies, and novels by replacing female characters with male characters and male characters with female characters. Then analyze the reaction to these reversals. | If there is a reaction to the new lyrics, why are the lyrics less acceptable (or more acceptable)? |
| *Expansion 2:* | How is sex role stereotyping represented in either set of lyrics? |
| Continue the activity by having the learners list slang terms used when referring to women. Then have them list comparable terms for men. | *Expansion 1:* |
| | Discuss this change in the same manner you discussed the changes in the lyrics. |
| | *Expansion 2:* |
| | Are there comparable terms for males and females? Why, why not? |
| | Did you find that one set of terms was more positive or negative? If so, what might this be attributed to? |
| | Do males and females disagree on this question? If so, what might be the reasons? |

A. Self-Exploration

1. Values

| Goal: To promote awareness of sex roles and sex biases. |
|---|

*Activity Focus:* Responding to Nontraditional Situations (see p. 157)

| FACILITATOR | LEARNER |
|---|---|
| On cards, write statements which represent nontraditional sex roles and challenge sex biases (see the suggested statements* on p. 157). These cards should then be distributed to the learners, one to each learner.<br><br>Each learner should then read their card to the group, personally respond to the situation on the card, and then ask the group to respond and discuss the situation.<br><br>A journal entry can be made to record reactions to the total exercise or to a particular incident.<br><br>*Expansion:*<br><br>Have each learner write one or two statements to add to the present group. Then have learners use these new statements in the same way as they did the others.<br><br>*Variation 1:*<br><br>Total reversal of the statements, by giving the men's to the women and vice versa.<br><br>*Variation 2:*<br><br>The facilitator can present the statements to the group one at a time and after each statement asks for reactions and discussion.<br><br>*The suggested statements are designated "men's" and "women's" so that statements in those categories will elicit the most extensive response from that group. | *Discussion:*<br><br>What is the general reaction to the statement?<br><br>What about these behaviors or value statements is unusual?<br><br>What are the reasons for the opinions or differing opinions of the group? |

Memo to the Publisher:
When are we going to get a comics page?
THANKS FOR COVERING THE CEREMONY, NICHOLE. YOU HELPED ME OUT OF A REAL JAM
GLAD TO DO IT, MIKE
STICK AROUND FOR A SECOND WHILE I PROOFREAD YOUR ARTICLE, O.K.?
O.K...I THINK YOU'LL LIKE IT. EVEN THOUGH I'M JUST A WOMAN, I WROTE IT WITH THE SAME SENSITIVITY ONE FINDS IN YOUR OWN PROSE!
...HMM.. WE'LL SEE... "TODAY PRESIDENT KING AND SPECIAL ASSISTANT CHUCK TAYLOR PRESIDED OVER THE PRESENTATION OF THE NEW UNIVERSITY ART GALLERY."
"MR. KING, THE PERT FATHER OF THREE, LOOKED STUNNING IN HIS PROVOCATIVE MOHAIR SUIT AS HE FLASHED A SMILE AT NEARBY ADMIRERS."
"MR. TAYLOR, THE HUSBAND OF MRS. CHARLES TAYLOR, AND STILL A SVELTE, FIRM 30-32-30, TURNED MORE THAN ONE HEAD WITH HIS SHEER, SKIN-TIGHT SOCKS. CHUCK, A SPECIAL ASSISTANT, IS A FORMER BRUNETTE."
YOU'RE TRYING TO MAKE A POINT HERE, AREN'T YOU?

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A. Self-Exploration

1. Values

Goal: To compare male and female characteristics to those of the healthy adult.

*Activity Focus:* Male/Female/Healthy Adult Characteristics (see pp. 158-159)

| FACILITATOR | LEARNER |
|---|---|
| Make three copies of the characteristic ranking sheet (complete form, p. 158, or optional short form, p. 159) for each learner.<br><br>Distribute two of the sheets to each learner and instruct them to label one of the sheets "male" and the other one "female." Have the group look over the terms, and define and explain those terms which are unfamiliar. Then instruct them to rate the characteristics on each sheet that best describe the sex designated on that sheet.<br><br>Collect these and then distribute one more sheet to each individual. Tell the learners to label this sheet "healthy adult" and to rate the characteristics that best describe this individual.<br><br>Collect these sheets and ask for volunteers to tabulate the results (see p. 159 for tabulation).<br><br>You may want to graph the results of the group and place it in a visible place for the discussion.<br><br>Have the group discuss similarities and differences among the three groups of results.<br><br>After group discussion, the facilitator may choose to relate the following information:<br>Inge and Donald Broverman and several coworkers gave 79 psychologists (46 male and 33 female) this adjective rating list and found that the psychologists rated standards for a "healthy, mature adult man" similarly to those of a "healthy, adult with sex unspecified." The "healthy, mature adult woman" on the other hand differed from both the men and adults. Women were rated as being more submissive, more emotional, more easily influenced, more excitable in minor crises, more vain, more easily emotionally hurt, less objective, less independent, | *Discussion:*<br><br>How do the female and male characteristic ratings compare?<br><br>If there are significant differences, summarize these differences by forming a short description of each sex.<br><br>What are the implications of these results when considering sex roles and stereotypes?<br><br>How do the male and female results compare to the healthy adult results?<br><br>If there are differences, how are these limiting to women? To men?<br><br>Are there differences in the way various cultural/ethnic groups view men and women? How? Why?<br><br>What do the Broverman results imply?<br><br>How do they compare with the group's results? |

*Activity Focus:* Male/Female/Healthy Adult Characteristics (Continued)

| FACILITATOR | LEARNER |
|---|---|
| less adventuresome, less competitive, less aggressive, and finally exhibiting a dislike of math and science.<br><br>The results indicate that these psychologists believed that dependency, passivity, and submissiveness are normal characteristics for the healthy mature woman, but not for her male counterpart, NOR for adults in general.<br><br>The Broverman study implies that sex role stereotyping limits healthy functioning and development. | |
| *Variation:** | *Variation:* |
| Similar results can be obtained by asking the learners to list collectively 20 female characteristics and then, as a group, to rate these as positive or negative. Record the results and perform the same process focusing on male characteristics.<br><br>Compare the results and discuss the implications. | Are there significant differences between the number of negative and positive characteristics for males and females? If so, what might be some of the reasons?<br><br>Does either set of characteristics imply that either sex will perform better in the world of work? Why? Why not?<br><br>Do there need to be general characteristic differences between females and males or can these characteristics be shared by males and females? Why? |
| *This variation may be used as a substitute for the Male/Female/Healthy Adult rating scales. The Broverman study results should not be shared until the lists are complete. | |

A. Self-Exploration

1. Values

| Goal: To explore sex roles in direct communication. |
|---|

*Activity Focus:* Sex Role Reversal—Direct Communication

| FACILITATOR | LEARNER |
|---|---|
| Have the group review the results obtained from the Broverman rating scale (see *Male/Female/ Healthy Adult Characteristics*, p. 51). If these results are not available, look at the results the Brovermans and their colleagues obtained (p. 51) or use the variation of that activity to obtain a composite of female and male characteristics.<br><br>From these results, list the most important characteristics (approximately 10) which personify female interaction in social situations and male interaction in social situations. For example, the Broverman study results could be interpreted to imply the following about male and female communication:<br><br>Females: Non-assertive<br>Dependent<br>Emotional<br><br>Males: Assertive<br>Independent<br>Non-emotional<br><br>Based on the list of characteristics the group develops, have them outline "rules" (five or six) for social interaction by each sex.<br><br>The following are examples of these "rules," based on the results of the Broverman study:<br><br>Females:<br>Do not interrupt the conversation.<br>Smile and listen intently.<br>Look for approval when speaking and be hesitant in making statements.<br><br>Males:<br>Interrupt often to express your point of view.<br>Address the group as a whole without speaking to anyone in particular.<br>Initiate and dominate the conversation. | *Discussion:*<br><br>Was it difficult or easy to stay with the reversed role? Why or why not?<br><br>Were you uncomfortable or comfortable in the reversed role? Why or why not?<br><br>What feedback did you get from the couple who observed you in the reversed role situation?<br><br>What thoughts did you have as you observed the other couple?<br><br>What are the advantages and disadvantages of the reversed role as defined by the group?<br><br>What are the advantages and disadvantages of your same sex role as defined by the group? |

*Activity Focus:* Sex Role Reversal—Direct Communication (Continued)

| FACILITATOR | LEARNER |
|---|---|
| Once these "rules" and characteristics are determined, have the learners form groups of four people (two male/two female). Designate one male and one female to assume the characteristics and social "rules" that have been outlined for the other sex. Choose a topic of conversation or a social situation and have the second couple interact with the first couple using their usual styles of interaction. | |
| After 5 minutes or so, have the couples reverse roles and repeat the activity. | |
| When the two couples complete the activity, allow time for each group of four to exchange thoughts and observations. Then have all rejoin the large group and encourage the learners to discuss their reactions to reversing roles. | |
| Have the learners make journal entries to record their feelings. | |

A. Self-Exploration

1. Values

| Goal: | To explore the term androgyny and to assess learners, functioning in terms of sex roles. |
|---|---|

*Activity Focus:* Androgyny and the Bem Sex Role Inventory (see pp. 160–170)

| FACILITATOR | LEARNER |
|---|---|

*Step 1:*

Introduce the term "androgynous." The facilitator may want to explain and clarify the meaning of this term by relating the following explanation of it by Alexandra G. Kaplan and Joan P. Bean (1976) as expressed in *Beyond Sex-Role Stereotypes: Readings Toward a Psychology of Androgyny:*

> *(By) the word androgyny . . ., we mean flexibility of sex role. We refer . . . to individuals who are capable of behaving in integrative feminine and masculine ways, who are assertive and yielding, independent and dependent, expressive and instrumental. . . . We do not mean . . . a union of extreme masculine and extreme feminine qualities: a dependent aggressive person is not androgynous. For us, androgyny includes masculine and feminine traits but moves beyond these to a third integrated dimension that is influenced by individual differences across situations and over a lifetime.*
>
> *Androgynous people, from our view, are "hybrids" who have moved beyond the scientific and cultural stereotypes. Where behavior is thought to be predictable by knowing the sex of a person, the behavior of androgynous individuals escapes the predictions of traditional bipolar/bilogical models* (pp. 2-3).

NOTE:

When discussing the term, the learners may become concerned that doing away with sex roles will lead to individual confusion of sexuality. It is important to relate to them that we often link sex roles and sexuality, when, in fact, our sexuality can be and

*Step 1:*

What does the term "androgyny" imply?

How do you feel about the term? Why?

How does the term relate to the Broverman study (p. 51) and your group results?

Can a person be androgynous and still maintain their "male" or "female" sex roles? Why, why not?

What are the advantages of being androgynous? What are the disadvantages?

Do you know anyone (personally, through the media, or through reading) who is androgynous?

*Activity Focus:* Androgyny and the Bem Sex Role Inventory (Continued)

| FACILITATOR | LEARNER |
|---|---|
| should be independent of sex role characteristics. A physically strong woman or a gentle man can still maintain their sexuality as a female and a male.<br><br>Allow sufficient time for this discussion. | |
| *Step 2:*<br><br>To help demonstrate the term "androgyny" have the learners read *"X: A Fabulous Child's Story"* by Lois Gould (pp. 160–165). | *Step 2:*<br><br>Did you have difficulty accepting this child who was not identified by sex? Why, why not?<br><br>List some of the problems you and others might have when buying things for "X," speaking about "X," speaking to "X," etc.<br><br>Speculate on how "X" will be at the age of 18. |
| *Step 3:*<br><br>The *Bem Sex Role Inventory (BSRI)* by Sandra L. Bem (see pp. 166–168) can be employed to evaluate each person's self-defined role.<br><br>The *BSRI* was designed to measure the extent to which a person's self-definition is masculine, feminine, androgynous or undifferentiated. The belief underlying this scale is that characteristics associated with masculinity and femininity are different but not necessarily opposite; so that a person can have elements of both and still be normal. The *BSRI* consists of 20 masculine personality characteristics (e.g., ambitious, self-reliant, etc.) and 20 feminine personality characteristics (e.g., affectionate, gentle, etc.) These specific feminine characteristics were selected by a large number of undergraduates who judged them to be more desirable in American society for a woman than for a man, and the masculine characteristics were judged to be more desirable for a man than for a woman. In the test, the masculine and feminine characteristics are interspersed with one another and with an additional group of 20 neutral characteristics. | *Step 3:*<br><br>Was it difficult to arrive at your ratings? Why, why not?<br><br>How do you feel about your results?<br><br>Would you like to change your results? How might this be done?<br><br>Did the inventory help your understanding of the word "androgyny"? Why, why not? |

*Activity Focus:* Androgyny and the Bem Sex Role Inventory (Continued)

| FACILITATOR | LEARNER |
|---|---|

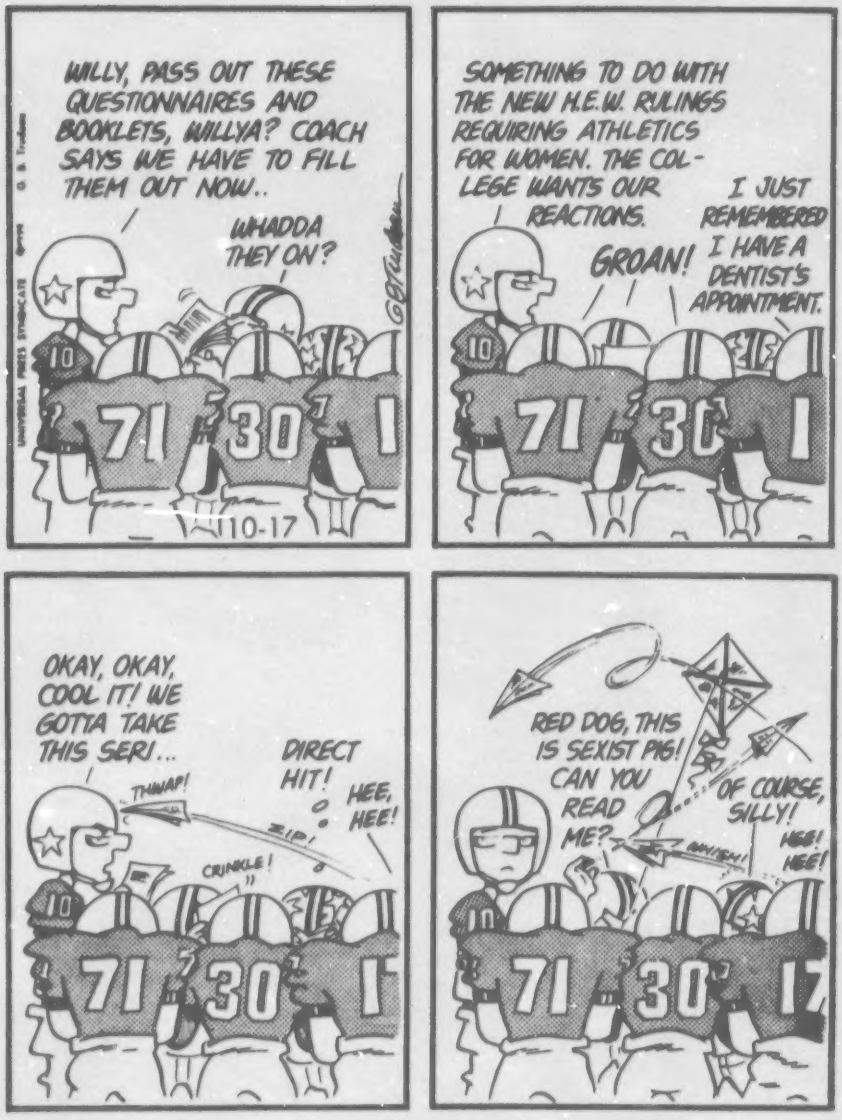
In order to make the most effective and accurate use of the scale, the inventory should be administered to 20 or more people.*

Make copies of the *Bem Sex Role Inventory* (see p. 166). Distribute these to the learners and explain or clarify the inventory procedure, if necessary.

Once the inventories are complete, explain the scoring procedure (see p. 169) and have the learners score the inventories.

Discuss the results. Do not require the learners to reveal their scores or classifications. Some may feel uncomfortable with their results. Use the second learner question to explore the possibility of a man's classification as feminine or near-feminine and a woman's similar classification in the masculine direction. Mention the positive characteristics that such individuals possess and discuss the fact that a person will often overcompensate for their traditional sex role characteristics when they are attempting to make changes.

*This can be accomplished by having the learners survey a particular group (e.g., the junior class, all English classes, etc.) as well as the learners themselves. The learner group can be included in the study or can use the surveyed group as a comparison group.


WILLY, PASS OUT THESE QUESTIONNAIRES AND BOOKLETS, WILLYA? COACH SAYS WE HAVE TO FILL THEM OUT NOW..
WHADDA THEY ON?
10-17
SOMETHING TO DO WITH THE NEW H.E.W. RULINGS REQUIRING ATHLETICS FOR WOMEN. THE COL-LEGE WANTS OUR REACTIONS.
GROAN!
I JUST REMEMBERED I HAVE A DENTIST'S APPOINTMENT.
OKAY, OKAY, COOL IT! WE GOTTA TAKE THIS SERI...
THWAP!
ZIP!
CRINKLE!
DIRECT HIT!
HEE, HEE!
RED DOG, THIS IS SEXIST PIG! CAN YOU READ ME?
OF COURSE, SILLY!
HEE! HEE!



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A. Self-Exploration

1. Values

| Goal: | To create awareness of the effect of Title IX on educational systems and the students. |
|---|---|

*Activity Focus:* Title IX—Your School (see p. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Present the following statement of Title IX to the learners and initiate discussion.<br><br>*No person in the United States shall, on the basis of sex, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*<br><br>As the discussion progresses, the facilitator may choose to present the summary of Title IX (see p. 171), which will help examine the implications of this amendment.* | *Discussion:*<br><br>How are things changing in your school system as a result of Title IX in:<br><br>class offerings<br>class structure<br>hiring practices<br>extra-curricular activities<br>budgeting<br>counseling<br>treatment of students<br>treatment of teachers<br><br>Are there any changes that need to be made in your school system?<br><br>Give examples of actions or policies that are now possible due to Title IX.<br><br>Give examples that are not now possible due to this amendment.<br><br>How might it affect your values? those of the students in your school?<br><br>Do the Title IX guidelines foster the possibility of the growth of androgyny (definition p. 55)? If so, how? If not, why not? |
| *Expansion:*<br><br>In order to obtain information about the school system, have a representative of the group contact and interview the school district's Title IX officer and then report the results to the group, or have the Title IX officer come speak to them. | |

*Also the U.S. Dept. of Health, Education and Welfare (Office of Education) offers a booklet entitled *A Student Guide to Title IX* by Myra Sadker which can be obtained for $2. Request it by name and stock number (#017-080-01710-5) from: Government Printing Office, Washington, D.C. 20402; phone 202/783-3238.

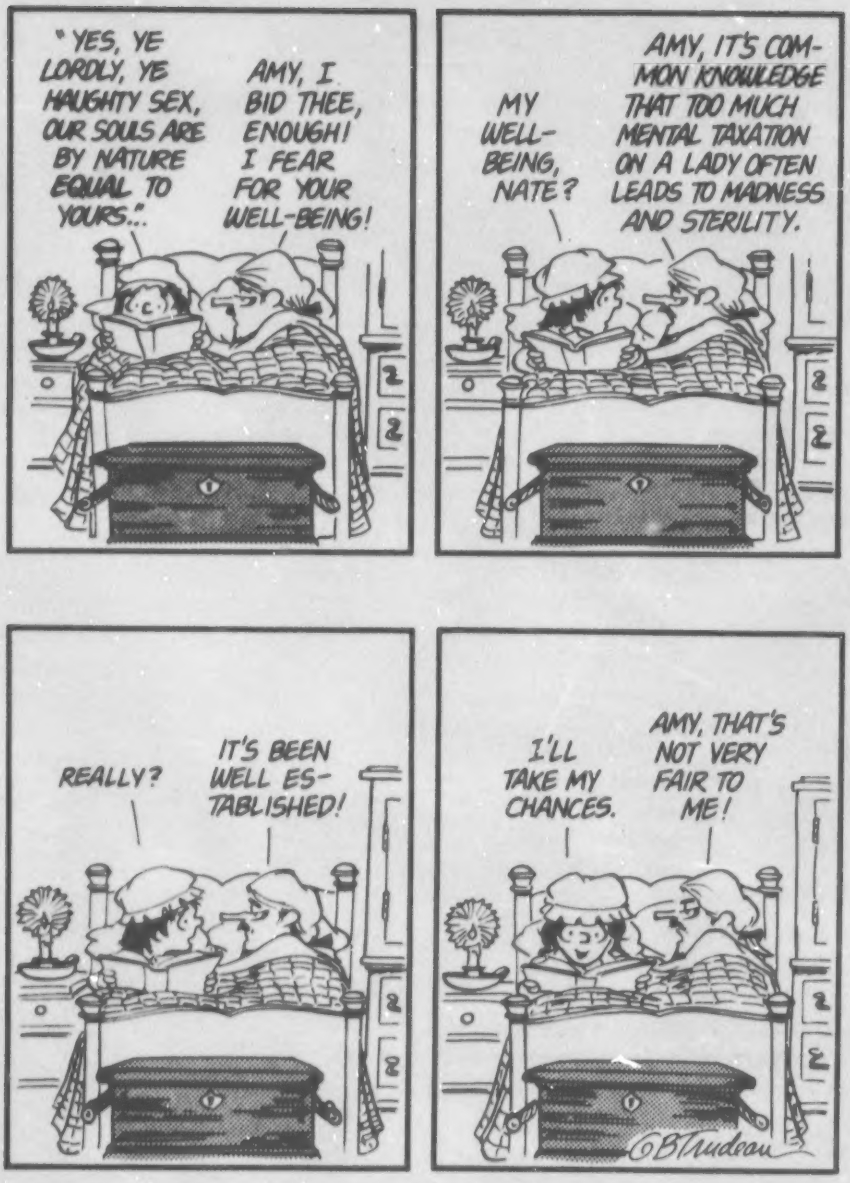
A. Self-Exploration

1. Values

Goal: To create an awareness of personal values which affect responses in women/men situations.

*Activity Focus:* Recording and Comparing Attitudes Toward Men and Women (see pp. 175–176)

| FACILITATOR | LEARNER |
|---|---|
| Present to the learners the statements and rating scale found on pp. 175–176. The learners are to rate each statement as quickly as possible. Remind them that there are no right or wrong answers but that this is a tool for exploring attitudes.<br><br>Once the rating is completed, the learners can be divided into smaller groups for discussion. Have each group of learners designate one of the members to record and tally results, and to make note of the statements which cause the most disagreement and agreement within the group.<br><br>Have each group present the statements which caused the most disagreement and agreement to the total group. Compare and discuss these results. | *Discussion:*<br><br>Which statements caused the most disagreement? Which caused the most agreement?<br><br>What values are reflected in these conflicting statements? agreeing statements?<br><br>Is there an obvious division or disagreement between special interest groups (athletes - thespians, cheerleaders - debaters)? between males and females?<br><br>If there are divisions among the total group, what factors (e.g., culture, sex, age, career goals, etc.) do these groups have in common? Do the factors indicate similar values?<br><br>Do any groups readily agree in their responses? Why? |


"YES, YE LORDLY, YE HAUGHTY SEX, OUR SOULS ARE BY NATURE EQUAL TO YOURS..."
AMY, I BID THEE, ENOUGH! I FEAR FOR YOUR WELL-BEING!
MY WELL-BEING, NATE?
AMY, IT'S COMMON KNOWLEDGE THAT TOO MUCH MENTAL TAXATION ON A LADY OFTEN LEADS TO MADNESS AND STERILITY.
REALLY?
IT'S BEEN WELL ESTABLISHED!
I'LL TAKE MY CHANCES.
AMY, THAT'S NOT VERY FAIR TO ME!
©BTrudeau

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A. Self-Exploration

1. Values

| Goal: | To promote awareness of changes in the world of work, primarily the role of women. |
|---|---|

*Activity Focus:* Myths and Realities—Women in the Work Force (see pp. 177-180)

| FACILITATOR | LEARNER |
|---|---|
| Give each learner a copy of the *Myth and Reality Opinionnaire* (p. 177). Ask them to complete the exercise by marking each statement "agree" or "disagree." Once the learners have responded to the statements, the sheet of Realities (pp. 178-179) can be presented and discussed.<br><br>The discussion can take place in small groups or in the total group. | *Discussion:*<br><br>How is the world of work and the work force changing?<br><br>How will this affect the choices you make?<br><br>How might lifestyles, at work and at home, be different than those of the generation before?<br><br>Compare the knowledge you have gained to the functioning of the work world during World War II. Compare this to the work world directly after World War II.<br><br>How do these facts affect women's traditional roles? |
| *Variation:*<br><br>The statements can be presented one at a time to the total group and discussed after each presentation.<br><br>*Expansion:*<br><br>Explore the *Proposed Legislation* (p. 180) and discuss the implications of these changes.<br><br>Have the learners construct a view of a future family (15 years from now) based on these ideas and other work and life style changes. | |

A. Self-Exploration

Goal: To explore the value of housework.

1. Values

*Activity Focus:* The Value of Housework (see pp. 181-184)

| FACILITATOR | LEARNER |
|---|---|
| Make a copy of the article *"The Value of Housework: For Love or Money?"* (pp. 181-184) for each learner.<br><br>Have the learners read the article and then, as a group, discuss housework, and the alternative of paying individuals who do this work. | *Discussion:*<br><br>Respond to the description of the many duties housework entails. Did the facts in the article surprise you? Why or why not?<br><br>Defend or attack the widespread idea that homemakers have an easy job.<br><br>Discuss the rates and calculations on the work chart (p. 184). Are all housework duties included here? If not, calculate the cost of the other duties, and adjust the rates (1970 wages) to match the present wages.<br><br>What can be done to improve the working conditions of a houseworker?<br><br>What can be done to improve the image of the houseworker?<br><br>Discuss the implication and the basis for the old adage, "A woman's work is never done."<br><br>What are the implications of the phenomenon that when men occupy jobs, the jobs have more prestige (e.g., chef, hair stylist, designer, accountant, etc.) than when women occupy those jobs (e.g., cook, beautician, seamstress, bookkeeper)?<br><br>What are the implications of the phenomenon that, when women become the predominant employees in a job previously dominated by men, wages and prestige drop? (For example at one time clerical and teaching positions were typically occupied by men.)<br><br>What are the attitudes of different cultural/ethnic groups towards housework and how do they compensate it? |

A. Self-Exploration

Goal: To explore sex roles in literature.

1. Values

*Activity Focus:* Literature Study

| FACILITATOR | LEARNER |
|---|---|
| The following five exercises and the variations can be used in several ways by the facilitator. Since the focus of the exercises is a study in literature, they can be expanded into a literature unit which focuses on sex roles. They can also be used as small group or individual projects. In this case, the learners could choose one of the five activities (or any additional activities developed by the facilitator) they would like to explore. | |
| Have the group or individual obtain the literary items, experience them by reading (by watching or by listening to them), and respond to them in writing by means of a reaction paper.* | |
| Sharing the project with the group can be done by presentations in the form of oral reports, or in less traditional forms such as a drama (e.g., view of children raised in a world of nontraditional roles), an oral reading (from the literature), a slide presentation (e.g., a view of men and women of the town in their nontraditional roles), etc. Encourage unique presentations. | |

*Alternatives at facilitator's discretion.

*Activity Focus:* Literature Study 1 – *Doonesbury*

| FACILITATOR | LEARNER |
|---|---|
| Some highly visible women in the process of change and in nontraditional roles in literature are the female characters of Garry Trudeau's comic strip *Doonesbury* (i.e., Joanie Caucus, Ginny Slade, Lacey Davenport, and Amy Harris). Occasionally male characters such as Dick Davenport also assume nontraditional roles. | *Discussion:* |
| The experiences of a person attempting to adopt nontraditional roles can be observed in Joanie's struggle to leave her home, her day care center experiences (the children there are still striving to identify their roles), and her decision to attend law school. Amy's struggle is for recognition and accomplishment during the post-revolutionary war period. Ginny's and Lacey's endeavors center around their political involvements and Dick's struggle becomes a reality when Lacey wins her bid for a congressional seat. | How have the values of each of these characters changed from those they apparently held before role changes occurred?<br><br>Have there been changes in their responsibilities?<br><br>How have their nontraditional roles made their lives different from people in other comic strips?<br><br>Why do you think Trudeau created these nontraditional characters?<br><br>Do you think the humor Trudeau creates through these characters helps or hinders the fostering of nontraditional roles? Why? Why not?<br><br>Do you know (either personally or through the media) people who resemble these characters?<br><br>How realistic do you feel these situations are? Why do you feel this way? |
| Have the learners read the *Doonesbury* comic strips (paperback editions by Holt, Rinehart and Winston, and Bantam Books, and/or refer to the *Doonesbury* reproductions in this book) involving these characters, and make a study of the implications and involvement of the sex roles and role changes that are demonstrated. | |
| *Expansion:*<br><br>Compare *Doonesbury* to another comic strip (e.g., *Cathy, Dagwood, Mary Worth, Peanuts,* etc.) or comic books (e.g., *Superman, Wonder Woman,* etc.). | |

*Activity Focus:* Literature Study 2—*Free To Be You And Me*

**FACILITATOR**

*Free To Be You and Me* (Thomas, 1974) is a presentation of songs, stories, and people/puppet interactions which promote the diminishing of sex roles. The materials are written for preschool and primary school children. However, *Free To Be You and Me* is an excellent example of materials which are entertaining and which promote change in the traditional male/female roles.

Have the learners read, listen to, or watch these media presentations and then react to the total presentation or to chosen sections.

In order to locate the book, film and/or record, check with a children's library, primary school teachers, a book store, or ask the librarian to check with the State Library Commission.

The book and record can be purchased from:

Free To Be Foundation Inc.
370 Lexington Avenue - Room 412
New York, New York 10017

The movie (16mm color) can be rented from:

Contemporary/McGraw-Hill Films
828 Custer Avenue
Evanston, Illinois 60202
(312) 869-5010

and purchased from:

Sales Service/McGraw-Hill Films
1221 Avenue of the Americas
New York, New York 10020
(212) 997-2482

*Variation:*

Have the learners play the record, watch the film or read the book to several children, then ask for and record the children's response. This can also be done with adults.

**LEARNER**

*Discussion:*

Which situations, stories or ideas did you feel the most uncomfortable with? Why were these uncomfortable? If you wanted to change this uneasiness, what could you do?

Which situations, stories or ideas did you feel positively excited about? Why do you think you reacted to these in this manner?

How do you think preschool and primary school children would respond? How might it affect their values?

How do you think adults would react? Could it change their values? If there was a conflict about a particular story or message, what do you think might be the cause?

What are the implications for a society where children would grow up with these values?

How does this collection of stories, etc. compare with other children's literature?

Does the term "androgynous" (definition p. 55) describe any of the characters? Why? Why not?

WEDNESDAY

"EVERYONE IN CLASS IS SUPPOSED TO READ A BIOGRAPHY OR AUTOBIOGRAPHY OF A WOMAN AND GIVE A BOOK REPORT. I WONDER IF THERE ARE EVEN ENOUGH FAMOUS WOMEN WHO HAVE BIOGRAPHIES WRITTEN ABOUT THEM."

*Activity Focus:* Literature Study 3—*Women's Roles in Literature* (see pp. 185-187)

| FACILITATOR | LEARNER |
|---|---|
| Have the learners choose a book or books they are interested in reading (the reading list on p. 185 can be used for this purpose). As the learners read these books, ask that they focus on the roles and treatment of the female characters. | *Discussion:*<br><br>Are there some general characteristics that can be identified about the female characters?<br><br>Do these characteristics make it easy to place the female characters into certain roles, e.g., saint, martyr, rebel, careerist, manipulator, etc.?<br><br>Are these representations realistic? Why, why not?<br><br>How do these images reflect society's values?<br><br>What type of dilemmas do the women characters experience? Does the author show men in these dilemmas? Now look at the men's dilemmas· are women shown in dilemmas which are similar? If they differ, examine how they differ.<br><br>Are women glorified for assuming subordinate, sacrificing roles? Are men glorified for the same reasons?<br><br>For what other reasons are men and women glorified? How do these compare?<br><br>Did you see a difference in the treatment of women characters by male and female writers? How? |
| *Variation:*<br><br>Have the learners compare the treatment of men and women by reading at least two novels—one with a man as the main character and one with a woman as the main character. | *Variation:*<br><br>Consider similar questions with this variation. |

*Activity Focus:* Literature Study 4—*Stories for Free Children*

## FACILITATOR

*Stories for Free Children* is a feature of *Ms. Magazine.* In each monthly issue, a story for children is published in the magazine. These stories feature situations such as single parent families; parents in nontraditional careers; families who have adopted children; families of various cultures; family members surviving change such as death, separation and divorce; nontraditional fairy tales; etc. The uniqueness of these stories is that the focus of the story is usually a child in a nontraditional situation.

In order to obtain copies of *Ms. Magazine* or copies of these stories, contact your local library or a person in your community who subscribes to the magazine. If you aren't able to locate them, check with the State Library Commission.

Have the learners obtain several (5-7) of these stories (*Ms. Magazine,* July 1972 to the present), read the stories, and then react to these in the form of a written or oral presentation.

*Expansion:*

Have the learners explore other children's literature, primarily nursery rhymes, fairy tales, and short stories. Compare these to the *Stories for Free Children* and rewrite one of these traditional stories in a nontraditional way.

## LEARNER

*Discussion:*

Did you enjoy the stories? Why, why not?

Name several ways that these stories obviously differ from the usual children's stories?

*Family Stories:*

Describe the "usual" setting for a children's story about a family. Does it usually include both parents? a caucasian family? a mother who does not work outside the home? a father who works outside the home? children who don't need to be concerned about family housing and/or about the family's financial situation?

Is this "usual" family setting a true description of your family? of other families you know?

Speculate on how you would feel (or how you did feel) as a child who read the "usual" family setting stories but who came from a different family setting.

*Other Stories:*

Are the roles of boys and girls in these stories different than those in other stories (e.g., those you read for the *Sex Role Awareness in Media* activity, p. 46)? If so, how do they differ?

*Activity Focus:* Literature Study 5--*Sex Roles in Various Cultures* (see pp. 185–187)

| FACILITATOR | LEARNER |
|---|---|
| To study sex roles in unfamiliar cultures effectively, have each learner choose a cultural or ethnic group represented in this country which is different from their own. Have the learners explore this group to the extent the facilitator feels is appropriate. (This may be dependent on available materials, number of meetings, etc.) At the minimum, learners will need to read four or five articles or readings to establish some knowledge about the cultural/ethnic group they selected.<br><br>Once the learners have established some knowledge about their chosen cultural/ethnic group, have them read a fictional or nonfictional literary work (as opposed to scientific or historical writing) which directly involves the cultural/ethnic group they have selected to study (see the reading list on pp. 185-187).<br><br>When the research is completed, group the learners who have studied the same culture or ethnic groups and have them present a group report or panel discussion.<br><br>*Expansion:*<br><br>The activity can be repeated by having the learners explore cultures not represented in this country. | *Discussion:*<br><br>How are women portrayed in the book?<br><br>How are men portrayed?<br><br>Do you feel this is typical? Does it compare with what you learned in your previous readings about this culture? Why, why not?<br><br>What might be the reasons for the roles men and women assume in this culture?<br><br>What would be necessary for the roles to change?<br><br>Would you see change as favorable or unfavorable? How? Why?<br><br>How are these roles different and similar to those of your culture? |

A. Self-Exploration

1. Values

| Goal: To simulate an experience in another culture. |
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*Activity Focus:* Cultural Simulation

| FACILITATOR | LEARNER |
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| *Phase 1:*<br><br>Have the learners explore cultures by discussing and listing characteristics of women in the culture they have previously studied (*Literature Study 5,* p. 70). Repeat the same process, discussing and listing characteristics of men in that culture. This will be more effective if small groups of learners who have studied the same culture work together.<br><br>*Phase 2:*<br><br>When the lists are complete, ask the learners to imagine themselves as males or females of their age in that cultural setting and have them write a description of one day as this person.* After this is completed, have the learners repeat the process changing their perspective and writing the experiences of the day as a member of the other sex.<br><br>*Phase 3:*<br><br>When the descriptions are completed, have the learners of each group explain their discoveries about that culture by sharing some excerpts from the day they envisioned, and by sharing the feelings they experienced as these people. Also have them list some of the important life events of males and of females in that culture.<br><br>The learners can record a summary of their experiences in their journals.<br><br>*Stress that the learners spend some time alone or in a quiet place imagining the cultural experience. Perhaps they can imagine themselves as a character from the book they have read. | *Discussion:*<br><br>Was it difficult to imagine being part of the culture? Why, why not?<br><br>Explore your simulated experiences as a person of your sex in the culture:<br><br>Was it difficult?<br><br>How did it differ from your present role?<br><br>What are the advantages of the role in the culture you studied? What are the disadvantages?<br><br>Explore your simulated experiences as a person of the other sex in the culture:<br><br>How did this experience compare to the sex role reversal activity (p. 53) in your own culture?<br><br>In what ways are these experiences alike? different?<br><br>Do you feel you now have more understanding of the culture? Why? Why not? |

A. Self-Exploration

2. Interests

Goal: To recognize and list interests and explore these choices.

*Activity Focus:* Exploring Personal Interests

| FACILITATOR | LEARNER |
|---|---|
| Initiate a group discussion which will define and explore "interests." | *Discussion:*<br><br>What are interests?<br><br>How can interests be recognized?<br><br>How do interests develop?<br><br>What reinforces the growth of interests? |
| After the discussion have the learners make a list of 15 to 20 activities they enjoy. Once this is completed, all can rejoin the large group or form small groups (whichever the facilitator sees as more beneficial) to discuss the factors (e.g. family, sex, educational experiences, cultural/ethnic background, friends, locale, etc.) which affected the choices made.<br><br>Then have the learners make a journal entry to explore the reasons for initiating these activities, which activities they see as temporary or passing, which have growth potential and which they feel they will continue. | *Journal Entry:*<br><br>Have your interests changed in the last three years? Why?<br><br>How do you use your interests? to make money? to entertain yourself? to gain skills? |

A. Self-Exploration

2. Interests

Goal: To form a more complete picture of needs met by interests.

*Activity Focus:* Analyzing Personal Interests

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Ask learners to make a priority listing of their present interests and activities (use the results of *Exploring Personal Interests,* p. 72), and to make a chart to record the profile of each activity using the following descriptives:<br><br>performed alone or with others<br><br>performed rarely or frequently (perhaps make a note of the last date performed)<br><br>with same sex, other sex, or both sexes<br><br>kind of activity (collecting or creating or doing) and cost<br><br>long-term or short-term involvement<br><br>indoor and/or outdoor<br><br>active or passive | Observe your chart for similarities and differences. Is there a pattern? Why? Why not? |
| *Step 2:* | *Step 2:* |
| Within the large group, learners can compare results by sharing several of the qualities which they have found personally important and which they have observed as important in others. | Are the qualities you listed demonstrated in your lifestyle?<br><br>Are the qualities others have listed demonstrated in things they do in their lives? |
| *Step 3:* | *Step 3:* |
| Formulate smaller groups, with similar interests and/or similar charting patterns to discuss personal needs and desires.<br><br>After the discussion the learners can make a journal entry to summarize their experiences. | Could you be interested in some of the activities your co-members enjoy but that you don't presently share?<br><br>Discuss integrating individual and group interests into work, school, and future situations. |

*Activity Focus:* Analyzing Personal Interests (Continued)

| FACILITATOR | LEARNER |
|---|---|
| *Expansion:* | *Expansion:* |
| Have the learners follow the same process by listing 10 or more activities/hobbies/interests they would like to participate in but have not. Then have them rate these in the same way they rated their personal interests. Do not discourage individuals from listing seemingly unrealistic activities, but encourage them to compare and take note of the charting patterns. | What are the reasons for not experiencing or performing the activity? |
| The learners can discuss these results and/or make a journal entry to summarize and explore these interests. | Would there be some lifestyle changes necessary in order to integrate some of these activities into your life? |
| Then have them pick one of these unexperienced activities and formulate a plan to begin growth in the area. | Can these interests be obtained or developed at some later time in your life? |
| (The facilitator may choose to use this expansion activity at a later date.) | What conditions and changes are necessary? Do you see yourself developing these conditions or making these changes? |
| | Could you choose to observe (e.g., watch pro tennis rather than play), or passively enjoy (e.g., own a race horse rather than be a jockey), some of these interests instead of actively participating? |
| | Do some of your choices require skills or talents you feel you do not possess? |
| *Variation:* | |
| Adapt this exercise to deal directly with careers by discussing how the interests can be related and integrated into work roles. | |

A. Self-Exploration

2. Interests

| Goal: To compare "force ranked" and "free ranked" interest choices. |
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*Activity Focus:* Rating Presented Activities (see pp. 188–189)

| FACILITATOR | LEARNER |
|---|---|
| Make copies of the *Interest Survey* (p. 188) and have each learner complete the survey. Then distribute the evaluation instructions (p. 189) and have the individuals complete the recording of results.<br><br>This survey is a simple tool to help the learner identify interests and graphically categorize them. It is intended to facilitate further discussion of interests and to initiate career exploration. Stress that there are no right or wrong answers. It is *not* a device to narrow occupational choices, but rather a tool to gain insight and to promote further discussion or self-awareness. | *Discussion:*<br><br>Do the results reaffirm or contradict your concept of your interests? (Compare these results with the list made in *Analyzing Personal Interests*, pp. 73-74.)<br><br>If they contradict, what might be the reason(s)?<br><br>Explore how you feel about the results. Do you feel they are realistic? Are you satisfied with them? Why? Why not?<br><br>If you were a member of the other sex, would you answer the questions differently? Why? Why not? |

A. Self-Exploration

2. Interests

Goal: To recognize why certain activities are disliked.

*Activity Focus:* Personally Disliked Activities

| FACILITATOR | LEARNER |
|---|---|
| Ask learners to make a list of disliked activities. (This list can also include activities learners think they would dislike although they have not experienced them).* | *Discussion:* |
| Once this list is complete, ask them to record all the skills or interests necessary for those activities and have them mark those which are negative for them. They should look for patterns in interests, disinterests, desired skills, and undesired skills. | Could the activity become positive if you could learn the necessary skill(s)? |
| Organize the learners in groups—or request a journal entry—to analyze the disliked activities by discussing the interests and skills involved, and by exploring the origin and the possibility of change. | Would learning these skills be something that would interest you? |
| *Variation:* | Do you feel that your sex is a factor determining the skills you learn or the interests you have? |
| Adapt this exercise to deal directly with careers by discussing how to deal with disliked activities in a chosen career. | Does your cultural/ethnic background or childhood experiences affect some of these choices? |

*Optional

A. Self-Exploration

2. Interests

| Goal: To analyze and integrate interest inventory results. |
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*Activity Focus:* Practical Use of the Interest Inventories

| FACILITATOR | LEARNER |
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| The results of the *Kuder Inventory Scales*, the *Strong-Campbell Interest Inventory (SCII)*, and/or other written or visual interest inventories can be easily integrated into this self-exploration section dealing with interests in the following way:<br><br>1. Explain the scoring rationale for the inventory used. Stress the fact that the results indicate interests, not talents.<br><br>2. Explain the changes made in the inventory due to Title IX (such as the elimination of separate forms and scales for men and women). Discuss the implications of these changes.<br><br>3. Have the learners compare the results obtained by this/these instruments to those they have obtained by doing the previous exercise. | *Discussion:*<br><br>Are the interest inventory results similar to the results recorded in your journal?<br><br>If not, what could the difference in results be attributed to?<br><br>Do you agree with the results of the formalized instrument?<br><br>Was the inventory non-sexist? This would include not separating the test into men's and women's forms; not using titles such as "chair*man*," "police*man*," "steward/stewardess," etc.; not using men to demonstrate traditional male occupations and women to demonstrate traditional female occupations in visual and written illustrations; etc.<br><br>Do the results give you further insight into your interests?<br><br>At this time, what statements can you make about your interests? |
| *Variation:*<br><br>Adapt or repeat the exercise with an emphasis on exploring careers. | *Variation:*<br><br>Did you find a career in your results of the inventory that you know nothing about? Are you interested in finding out more about that career?<br><br>Were any nontraditional careers identified in your profile? Are you interested in finding out more about those careers? |

A. Self-Exploration

3. Talents

| Goal: To form a basis for discussion and discovery by defining the term. |
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*Activity Focus:* Definition of "Talent"

| FACILITATOR | LEARNER |
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| Through informal group discussion, attempt to define "talent." | *Discussion:* |
| Once discussion has covered essential points, a formal definition such as the following can be introduced. | How are talents recognized? |
| Webster's *New Collegiate Dictionary* defines *talent* as "the natural endowments of a person; a special often creative or artistic aptitude." | How are talents different from interests? |
| Discuss and/or have the learners make a journal entry of four or five talents they have. | How are talents and skills different? Alike? |
| | How are talents obtained? Can they be learned? |
| | Do individuals always recognize talents in themselves? Why or why not? |
| | What might cause someone to ignore or not use their talents? Could sex or cultural/ethnic heritage cause this? |
| | Can you identify any talents in yourself? How? |
| | What are some ways you could or do use your talents? |
| *Expansion:* | |
| Have the group identify talents in others by allowing them to talk with each other to communicate and discuss the talents they see in others. | |

A. Self-Exploration

3. Talents

| Goal: | To discover skills and talents by inventorying activities performed in the past and present. |
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*Activity Focus:* Autobiography

| FACILITATOR | LEARNER |
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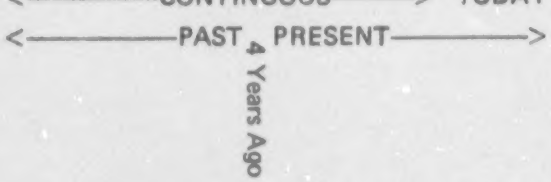
| *Step 1:* | *Step 1:* |
| Have the learners compile an autobiography focusing on successful and unsuccessful activities from early childhood to present. Encourage the learners to view their successful as well as unsuccessful activities as learning experiences. This means positively focusing on why an activity was unsuccessful for them, rather than negatively focusing on it as a "fault." | Record your autobiography. This can be recorded in your journal. |
| The process of compiling an autobiography is most easily accomplished by investigating life happenings a year at a time. If the learners have difficulty in recalling things they did when they were younger, ask them to have members of their family help. | |
| The learners should be aware that this search, which results in recording activities, will assist them in identifying skills, talents and aptitudes. | |
| *Step 2:* | *Step 2:* |
| To determine the reason for changed and retained behaviors, divide the autobiographical activities (both personally satisfactory and unsatisfactory) into three categories: past, present, and continuous (see chart below for pictorial description). The past would include activities not performed over the last three to four years; present would include activities initiated in the last three to four years; and continuous would include those activities performed both in the past and present. | Which skills are repeated in the "present" and "continuous" activities? Why?<br><br>Which are repeated in the "past" category? Why?<br><br>Which skills might you improve, develop or regenerate for career development?<br><br>How do you feel about the activities which were personally satisfactory but which you discarded?<br><br>How do you feel about activities which are personally unsatisfactory but which you retained? |



*Activity Focus:* Autobiography (Continued)

| FACILITATOR | LEARNER |
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| Then to determine the skills and talents necessary for each of the three activity categories, the learners can list the activities followed by the primary knowledge and abilities necessary to perform these activities. Have them also identify patterns and implications of these three categories.<br><br>Learners can list and summarize these results in their journals.<br><br>*Step 3:*<br><br>Discuss in small groups (3-4 people) the results and the implications of the results.<br><br>*Expansion:*<br><br>Using the same categories, have the learners explore their past, present and continuous career daydreams/fantasies. A career daydream/fantasy is work a person has thought of doing. These daydreams/fantasies can range from a hazy, unrealistic idea of a career to an explicit, well-defined idea. Daydreams/fantasies should be included no matter how short or seemingly insignificant. After the lists have been generated, discuss them as skills and talents were discussed in Steps 2 and 3. | *Step 3:*<br><br>What might be the explanation for the activities which were continuous? For those which were discontinued? For those which were initiated?<br><br>Were all the activities which were continued always satisfactory? Were those which were discontinued always unsatisfactory?<br><br>Were some of these outcomes influenced by peer attitudes, parental pressure, cultural/ethnic beliefs and/or sexual maturation? |

## DECISION MAKING

One important aspect of any career education program is the development of decision making skills and competencies. A career education program should promote activities that develop skills in making present decisions, in making future life and career decisions, and in solving problems. It is important for learners to understand strategies for individual decision making and group decision making. This section encourages learners to explore these strategies by a variety of experiential and cognitive methods. It is also important for learners to practice making decisions. The activities for this section attempt to give learners opportunities to make decisions and explore the motivations for those decisions. Finally, it is important for learners to recognize the outcomes of decisions that they make. Learners are encouraged to examine the results of their decisions in the activities provided. Throughout the activities and exercises an awareness of sex-role typing and its influence on decisions is emphasized.

MONDAY

"TODAY WE LOOKED AT THE WAY WE MAKE DECISIONS. IT WAS PRETTY INTERESTING BECAUSE I'VE REALLY NEVER REALIZED THERE WERE DIFFERENT WAYS TO MAKE DECISIONS. I KNOW NOW THAT THERE ARE SEVERAL STRATEGIES AND THAT WHEN I DON'T FEEL GOOD ABOUT MY DECISIONS, I MAY HAVE NOT USED THE RIGHT STRATEGY."

B. Decision Making

1. Knowledge of Decision Making Processes

| Goal: | To clarify differences among strategies and to identify frequently used strategies. |
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*Activity Focus:* Personal Decision Making Strategies (see pp. 190–192)

| FACILITATOR | LEARNER |
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| *Step 1:* | *Step 1:* |
| Present the following situation and ask the learners individually to make a decision:<br><br>Two of your best friends are running for Student Council. Both will want you to vote for them. One has a great personality and is a hard worker. The other has some terrific ideas for the council which she has shared with you; she is very shy, however.<br><br>What would you do?<br><br>When each person has reached a decision about the situation, review and compare with them the *Practice Strategies Worksheet* found on p. 190. | What were the various decisions individuals made?<br><br>What were the reasons for making these decisions? |
| *Step 2:* | *Step 2:* |
| Discuss with learners the value of decision making, situations which require decision making, etc. Then discuss the general summary of decision making strategies found on pp. 191–192.<br><br>Have the learners generate a list of personal examples of actual decision making experiences they have had which they can use to analyze the individual strategies. | What strategies do you use most often when making decisions?<br><br>Are you usually satisfied with the results of your decision making? Why or why not?<br><br>If not, which strategies would you like to use in your decision making? |

B. Decision Making

1. Knowledge of Decision Making Processes

| Goal: To understand personal decision making attitudes. |
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*Activity Focus:* Self-Assessment of Decision Making (see p. 193)

| FACILITATOR | LEARNER |
|---|---|
| Discuss with learners the need for decision making skills.<br><br>After the discussion, have the learners complete the *Self-Assessment/Decision Making* form found on p. 193. (Note that items are written so that attitudes are considered desirable and should be agreed with.)<br><br>Then have several learners collect the forms and find the averages for females and males on each item.<br><br>When the computations have been completed, discuss these results as well as the 10 decision making qualities found on the *Self-Assessment/ Decision Making* form.<br><br>Learners can make a journal entry to explore their personal decision making needs.<br><br>*Expansion:*<br><br>The *Self-Assessment/Decision Making* form can be used as a test at the end of the Decision Making Unit. | *Discussion:*<br><br>Are there any attitudes on the assessment form that characterize females but not males? Are there any assessment attitudes that characterize males but not females?<br><br>How can more positive attitudes toward decision making for both males and females be developed?<br><br>*Journal Entry:*<br><br>What are the attitudes you think you should change? Explain how this can be done. |

B. Decision Making

1. Knowledge of Decision Making Processes

| Goal: To identify personal decision making styles. |
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*Activity Focus:* Decision Making Style Checklist

| FACILITATOR | LEARNER |
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Have the learners explore their decision making style by completing the following checklist.* They should rate each of the behaviors according to how they characterize their decision making style.

R = Rarely S = Sometimes O = Often

_____ Conforms to norms
_____ Organized
_____ Realistic
_____ Chaotic
_____ Lets others do it
_____ Chooses safest outcome
_____ Carefully analyzes
_____ Pessimistic
_____ Postpones decisions
_____ Independent
_____ Consistent
_____ Flexible

Have learners score their checklists: 3 points for Often, 2 points for Sometimes, and 1 point for Rarely. Then have several learners collect the checklists and find the average for each characteristic for the whole group.

Learners can then find the average for females and for males for each behavior.

*You may want to explain each of the behaviors to learners before they rate them. During this discussion, point out that differing cultural values will often produce different definitions for each behavior. For example, "conforms to norms" may have different meanings for some individuals.

*Discussion:*

What are the behaviors that most accurately describe the group's decision making style?

Are there any behaviors that characterize females but not males?

Are there any behaviors that characterize males but not females?

Try to identify reasons for the differences. Are these based on sex-stereotyped ideas?

*Journal Entry and/or Discussion:*

Review the checklist. Do the behaviors you marked "Often" accurately describe your decision making style? Are you satisfied with your style?

Select two behaviors that you would like to change (either to improve or reduce the behavior). Why would you like to change them, and how would you go about making the changes?

Can you suggest additional descriptive behaviors for the checklist?

B. Decision Making

Goal: To apply decision making skills.

1. Knowledge of Decision Making Processes

*Activity Focus:* Student Dilemma* (see pp. 191-192)

| FACILITATOR | LEARNER |
|---|---|
| Present the following dilemma to the learners:<br><br>On weekends you have a part-time job at a local store, and you have learned to stock items and how to run the cash register.<br><br>You have received your school grades; they are mostly D's. You know that your parents are so busy with their jobs they might not notice if you fail to bring home your grades. If you show your parents your grades it will mean no more work at the store. You like the work and the money you are making, and you do not want to give these up for studying.<br><br>Do you show your parents your grades?<br><br>Have the learners discuss their solutions. (For information on individual decision making, see pp. 191-192.) | *Discussion:*<br><br>What is your decision and how did you arrive at it?<br><br>What are your alternatives? What are the advantages and disadvantages of each?<br><br>Which decision strategy would work best in this problem? Why?<br><br>Do you think the parents' reaction (restricting your work at the store) would be different if you were male or female?<br><br>Tally all the decisions. Are there consistent differences between females and males in the group? Why might there be differences? |
| *Expansion:*<br><br>Now have the learners discuss the dilemma the parents might have if they find out the grades. | *Expansion:*<br><br>How would you as a parent react?<br><br>What if the time spent on the job was responsible for the low grades?<br><br>Would it make a difference to you if your child told you about the grades, rather than your discovering them? Why? |

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B. Decision Making

2. Application of Decision Making Skills

| Goal: | Implementation of decision making process in goal setting situations. |
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*Activity Focus:* Goal Setting–Identification and Evaluation of Goals (see pp. 194-196)

| FACILITATOR | LEARNER |
|---|---|
| Discuss with learners the value of goal setting. Then as a group or in small groups, develop with learners a series of guidelines for goal setting or use those found on p. 194. | *Discussion and/or Journal Entry:* |
| Ask learners to arrange themselves into pairs so they are working with a "learning partner" they feel comfortable with and can confide in. | How did the use of guidelines aid or hinder the development of goals? |
| Then ask learners to list three important goals they want to accomplish this year. Potential goals can have varying time limits and varying functions. To reinforce the concept of long and short range goals, goals could be set for a week, a month, and three months. The kinds of goals could be varied to emphasize diversity (e.g. hobby exploration, personal habits, people relationships, knowledge of a concept or thing, physical task completion, etc.). | How did the plan of action affect the accomplishment of your goal? Give both positive and negative effects. |
| For each goal have the learners: | Was the learning partner helpful in developing your action plan? Why? Why not? |
| a) Identify the goals to be accomplished. Determine the amount of time needed to accomplish the goal. Compare the goal to the guidelines developed, and revise if necessary. | Was the learning partner helpful in providing support while you tried to accomplish your goal? Why? Why not? |
| b) Review the learning partner's goal and suggest revisions if necessary. | Was the learning partner's evaluation helpful in providing information on how to improve your goal setting next time? Why? Why not? |
| c) Develop a plan of action to implement the goal (use p. 195 as a guide). | How would you change anything in the goal setting process for your next goal? |
| d) Review the learning partner's plan of action. | Using the *Evaluation Model,* what changes did you make to improve your goal setting? |
| e) Attempt to carry out the plan of action. | |
| f) Check periodically with the learning partner and encourage efforts to accomplish the goal. | |

*Activity Focus:* Goal Setting–Identification and Evaluation of Goals (Continued)

| FACILITATOR | LEARNER |
|---|---|
| g) Evaluate the goal accomplishment after the allotted time period (see *Evaluation Model*, p. 196). | |
| Have the learners record in their journals the process they use in setting and accomplishing these goals. | |

B. Decision Making

2. Application of Decision Making Skills

Goal: To explore the effects of a conflict of values in career decision making.

*Activity Focus:* Professional Dancer/Veterinarian

| FACILITATOR | LEARNER |
|---|---|
| These situations can be used with small groups. Present one group with the first situation and the other group with the second. | *Discussion:* |
| *Situation 1: "Professional Dancer"* | What are the important factors in each decision? |
| You are a male high school graduate. More than anything else you want to be a professional dancer. You have done well in gymnastics and have danced in several community programs. A friend has promised you an audition with a regional dance company. However your father wants you to go into business with him. You argue and you leave in a gloomy mood. | What other alternatives for each exist? |
| You visit an old friend for advice. He tells you that "each person must choose his own way." You know the words are true, but in all your life you have never disobeyed your father's wishes. If you are to audition you must leave home immediately to work with a dance coach in a city several hundred miles away. | Were there differences in the decisions made for each exercise? |
| What do you do? | Are these differences due to the sex of the person in the exercise? |
| *Situation 2: "Veterinarian"* | Are males often encouraged to go out on their own and defy tradition while females are discouraged from doing so? Why? Why not? |
| You are a 19-year-old female. More than anything else you want to be a veterinarian. You unofficially assisted the local vet for several years, and you have worked in a veterinarian's office part-time while in college. You have finished the first two years of college and you must decide on a major this year. You want to continue in a pre-medicine/veterinarian program. Your mother, however, wants you to be a teacher like herself. You have discussed this many times and this time you argue. | |

*Activity Focus:* Professional Dancer/Veterinarian (Continued)

| FACILITATOR | LEARNER |
|---|---|
| You visit an old friend for advice. She tells you that "each person must choose her own way." You know she is right, but in all your life you have never disobeyed your mother's wishes. You must decide today because you return to college tomorrow.<br><br>What do you do? | |

Have the learners discuss their decisions.

B. Decision Making

2. Application of Decision Making Skills

| Goal: | To demonstrate the importance of having adequate information in making decisions. |
|---|---|

*Activity Focus:* Job Selection Decision (see pp. 197-199)

| FACILITATOR | LEARNER |
|---|---|
| To explore the need for adequate information in decision making, present to the learners the following information:<br><br>You have just finished school and very much need a job.<br><br>Currently, jobs are very difficult to get.<br><br>Two jobs are *now* available. You can be hired for either job.<br><br>The two jobs available are a shrouder and a tabber. Two other jobs will be available in two weeks, but you have no information about them now.<br><br>You can decide to take the shrouder or tabber job now, or you can wait for two weeks and apply for one of the other jobs.<br><br>The learners should use the above information to complete the decision making steps of the activity found on pp. 197-198. Each decision must be completed before moving to the next.<br><br>Following the final decision, have the learners discuss the importance of having sufficient information when making decisions. | *Discussion:*<br><br>Why is information helpful in making decisions? When can information be harmful?<br><br>How do the decisions you make when you have enough information differ from the ones without enough information?<br><br>Are any of the job descriptions or expectations stereotyped? Rewrite any stereotyped job descriptions. |

B. Decision Making

2. Application of Decision Making Skills

| Goal: To analyze elements of personal decision making. |
|---|

*Activity Focus:* Personal Decision Analysis

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Have learners identify a decision situation they faced recently (for example--selecting a 4-H project, voting for Student Council officers, looking for a part-time job, joining a club). | What was the decision you made? |
| The learners should then analyze this decision individually. | What strategy did you use in making the decision? |
| | What were the other alternatives you considered before making the decision? |
| | Why did you reject those alternatives? |
| | What were the reasons *for* selecting the alternative you chose? |
| | How did you go about getting any information you may have needed? |
| | How long did the decision take? Could you have used more time? |
| *Step 2:* | *Step 2:* |
| Have the learners discuss their decisions in small groups. | What decisions did others make? |
| | What considerations of the decision making analysis did others in your group omit when making their decisions? |
| | Why were those considerations left out of the analyses? |
| | What changes, if any, would you make if you could make the decision again? Where in the process would you make the change? |

TUESDAY

"AFTER STUDYING VALUES WE DID AN EXERCISE CALLED 'THE FALLOUT SHELTER'. OUR GROUP HAD TO DECIDE WHICH SIX PEOPLE OUT OF TEN COULD LIVE THROUGH AN ATOMIC WAR IN A FALLOUT SHELTER. IT WAS INTERESTING TO SEE WHAT OTHER KIDS VALUE IN PEOPLE. . ."

B. Decision Making

2. Application of Decision Making Skills

| Goal: | To apply decision making skills and analyze specific decision making situations. |
|---|---|

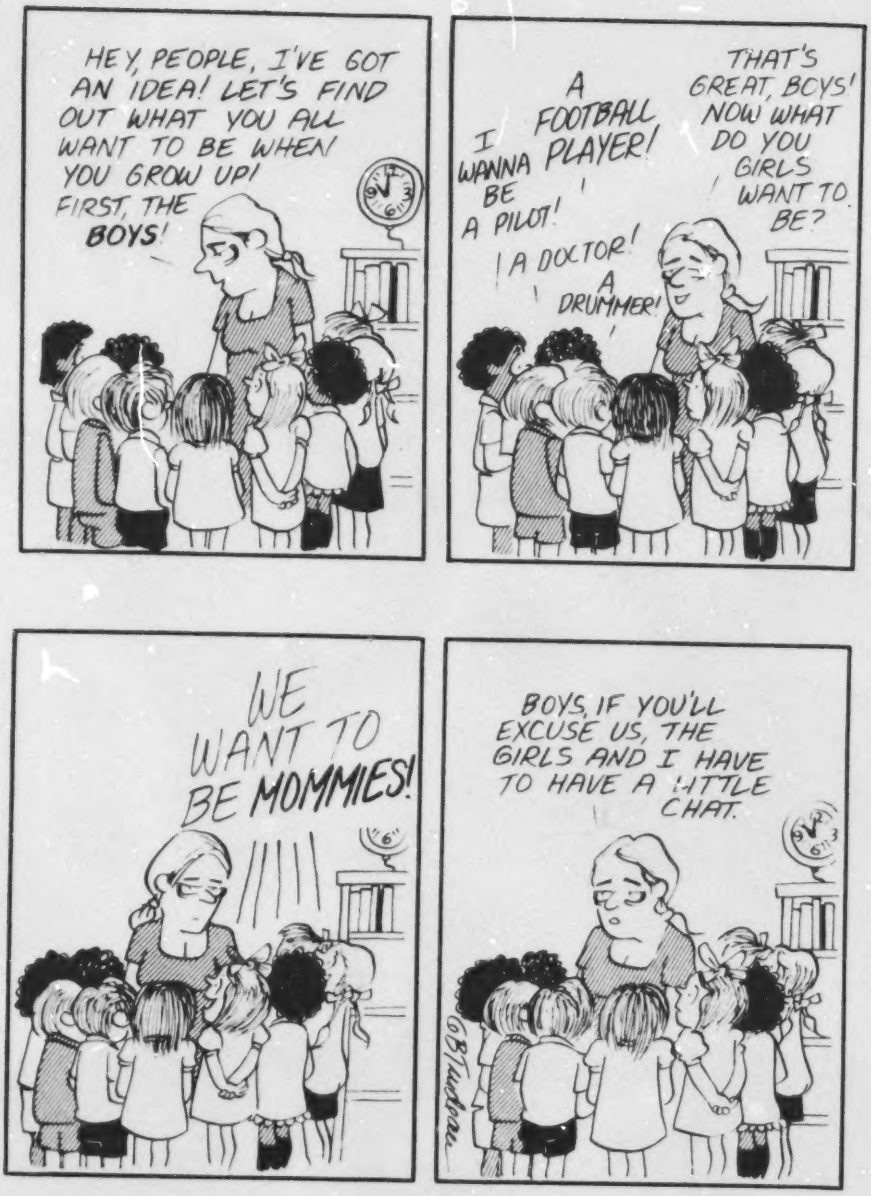
*Activity Focus:* Fall-Out Shelter Game*

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| The "Fall-Out Shelter Game" is a small group problem solving activity. For information on group decision making see p. 192. | *Discussion and/or Journal Entry:* |
| In groups of six or seven, learners should imagine they are a high level government group which must decide who will be admitted to a fall-out shelter during an atomic attack. Of the 10 people in the shelter only six can remain because of the limited survival supplies. The group should try to make the best decision for humanity since these may be the only ones to survive the atomic attack. | What kind of group decision was made: democratic, consensus, or chance?<br><br>Why did you select those individuals for survival?<br><br>What values seem most important in making your decisions? Explain.<br><br>Did you feel any pressure in selecting or eliminating individuals from the group?<br><br>How did your individual choices differ from the group choices?<br><br>Did you compromise any values in the group decision making situation? |
| Each individual has five minutes to make a decision. Then the learners, as a group, have 15 minutes to make a joint decision. Everyone should agree on the decision.<br><br>The 10 people are:<br><br>1. Botanist and nutrition authority, 39 years old<br>2. Farmer/rancher, 57<br>3. Olympic athlete (decathalon), 22<br>4. Medical intern/student, 27<br>5. Famous historian and author, 42<br>6. Priest, 65<br>7. Electronics technician, 34<br>8. Movie and TV performer, 36<br>9. Elementary school teacher, 46<br>10. Accountant, 48 | |
| *Step 2:* | *Step 2:* |
| After the groups have made their decisions and analyzed them, provide the additional information concerning the sex of each: | What are the differences in selections made by you after you received the additional information? |

*Adapted from Hooks, 1975.

*Activity Focus:* Fall-Out Shelter Game (Continued)

| FACILITATOR | LEARNER |
|---|---|
| 1. Female<br>2. Male<br>3. Male<br>4. Female<br>5. Female<br>6. Male<br>7. Female<br>8. Male<br>9. Male<br>10. Female<br><br>Ask the groups to select again given this information.<br><br>The facilitator may want to add other considerations such as race or ethnic background, and health conditions of each. | Why did these differences occur? Do they reflect stereotyped attitudes toward women and men? |


HEY, PEOPLE, I'VE GOT AN IDEA! LET'S FIND OUT WHAT YOU ALL WANT TO BE WHEN YOU GROW UP! FIRST, THE BOYS!
I WANNA BE A PILOT!
A FOOTBALL PLAYER!
A DOCTOR!
A DRUMMER!
THAT'S GREAT, BOYS! NOW WHAT DO YOU GIRLS WANT TO BE?
WE WANT TO BE MOMMIES!
BOYS, IF YOU'LL EXCUSE US, THE GIRLS AND I HAVE TO HAVE A LITTLE CHAT.
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B. Decision Making

| Goal: | To examine external factors which influence decisions. |
|---|---|

3. Decision Outcome Analysis

*Activity Focus:* "When I Grow Up I'm Going to be Married"* (see pp. 200-220)

| FACILITATOR | LEARNER |
|---|---|
| The purpose of the activity *"When I Grow Up I'm Going to be Married"* (see pp. 200-220) is to have the learners become aware of situations which may alter their future plans.<br><br>Ten female and ten male learners may assume roles at a time. Each learner should incorporate their personal education and career plans into the profile by making projections about what will happen in the future. After learners have presented their projections, one at a time, each should reveal the chance factors and respond to them.<br><br>If learners are having trouble visualizing the future, ask them to use their mothers/fathers, aunts/uncles, etc., as examples and models of these situations.<br><br>This activity will require special facilitator guidance in encouraging learners to explore options available within the constraints of the profiles.<br><br>After the activity has been completed, class discussion can follow.<br><br>*Expansion:*<br><br>Have learners research the solutions or life decisions they have made as a result of the chance factors. This may include researching the cost of child care, cost of schooling, cost of living compared to income for a chosen job, etc. | *Discussion:*<br><br>What are the different lifestyles that people may choose?<br><br>Are decisions about lifestyles always deliberately made? Why?<br><br>Review the *Decision Making Strategies* (p. 191). Identify the strategy or strategies which reflect most closely the decision style for the learner in each profile.<br><br>What decision making strategies do you seem to use most often?<br><br>How could the problems in the profiles have been prevented?<br><br>How realistic are the situations? Can you back up your opinions with statistics and facts? |

*Adapted from and reprinted by permission of the California Commission on the Status of Women, not dated.

B. Decision Making

3. Decision Outcome Analysis

Goal: To identify elements that influence job status.

*Activity Focus:* Occupational Prestige Rankings

| FACILITATOR | LEARNER |
|---|---|
| *Phase 1:* | *Discussion:* |
| Ask learners to complete the following ranking sheet individually by placing a "1" in front of the occupation which they feel is most prestigious, etc. A "15" is the least prestigious. | Why did you rank the occupations in that way? |
| _____ Restaurant worker<br>_____ Forester<br>_____ Law enforcement officer<br>_____ Banker<br>_____ Carpenter<br>_____ Public health nurse<br>_____ Hair stylist<br>_____ Public school teacher<br>_____ Rancher<br>_____ Plumber<br>_____ Secretary<br>_____ Farmer<br>_____ Store owner<br>_____ Homemaker<br>_____ Granary manager | Is there disagreement among the group members? Why? Why not?<br><br>Compare the rankings. Can the jobs be organized into groupings?<br><br>What elements were identified as important to the order of the rankings (e.g., education, salary level, etc.)?<br><br>Do males or females usually hold each position? Does this influence the status of the job? How?<br><br>Is there a division between men's jobs and women's jobs? Why? What stereotyped attitudes toward women and men does this division reflect? |
| Discuss the rankings. | |
| *Phase 2:* | |
| After learners have ranked the above list, have them generate a list of occupations from their community and rank them according to prestige. | |
| *Variation:* | *Variation:* |
| Place learners in all-female or all-male groups. | How are rankings made differently between females and males? |

B. Decision Making

3. Decision Outcome Analysis

| Goal: To examine the impact of values and external factors on decisions. |
|---|

*Activity Focus:* Values Conflict Resolution*

| FACILITATOR | LEARNER |
|---|---|
| Present the following situation to the learners:<br><br>The husband is a systems analyst for IBM. The wife works part-time in a research laboratory. She has been offered a full-time scholarship in microbiology at a University 1,000 miles away from home. In-laws now live within walking distance of the family. The group must decide whether the family will move.<br><br>Break the learners into groups of six for role playings. Assign each learner one of the following roles:<br><br>Husband—play the role as you wish.<br><br>Wife—you want to go; this is something you have always wanted.<br><br>Child—age 15; you don't want to go; you like your high school and your friends.<br><br>Mother-in-law—play the role as you wish.<br><br>Father-in-law—play the role as you wish.<br><br>Observer—make notes on the following questions:<br>a. What strategy was used to reach a decision? (See p. 191.)<br>b. What were the reasons for the decision?<br>c. What kind of sex-role stereotyping existed?<br><br>Give the learners time to review the roles and individually develop a plan of action for their role.<br><br>Role play the situation for 10-20 minutes, then discuss the decision and the decision making process. | *Discussion:*<br><br>What decisions did others make?<br><br>Observers:<br><br>What decision strategy was used?<br><br>What are the reasons given by the group for the decision?<br><br>Was there any sex role stereotyping in the decision making process? What kind?<br><br>Who in the family should make this decision?<br><br>Are there any alternatives that will satisfy all family members?<br><br>How did each member of the family feel about the process used?<br><br>*Journal Entry:*<br><br>Compare the impact of decisions made by women with those made by men on family life. Why are there any differences?<br><br>How do these differing impacts reflect stereotyped attitudes for both men and women? |

*Used with permission. M.B. Kincaid, 1972.

B. Decision Making

Goal: To apply decision making skills and examine decision outcomes.

3. Decision Outcome Analysis

*Activity Focus:* Title IX – Providing Counseling Materials (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the information on Title IX found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.) | *Discussion and/or Journal Entry:* |
| Present the following to the learners: | List the pros and cons on each side of the issue, with an explanation of the more important ones. |
| You are to assume the role of a senior at your high school. | Is the omission of some information a legitimate decision for the counselor to make? Why or why not? |
| Your friend, Susan Billings, has just been referred to the senior counselor for in-depth career counseling. Susan is an exceptional senior with excellent grades. She has earned A's in all the mathematics and science courses offered at this high school and has been offered substantial scholarships from several universities and private foundations. At the counseling session, Susan asked for information concerning all medical professions. The counselor showed Susan brochures on nursing, laboratory technology, dental technology, physical therapy, and x-ray technology. No mention was made of medical doctoring or dentistry. | What are the potential outcomes for Susan if she is denied this information? |
| Susan has related her experience with the counselor to you. What do you advise your friend to do? | |
| Have the learners discuss their decisions. | |
| *Expansion:* | *Expansion:* |
| Further discussion reveals that Susan's family will not be able to provide any financial assistance and has asked Susan to forego more education in order to supplement the family income. | Does your decision change given the additional information? Why or why not? |
| | What alternatives can be generated that will allow Susan to maximize her potential and also help her family? |

B. Decision Making

| Goal: To apply decision making skills and examine decision outcomes. |
|---|

3. Decision Outcome Analysis

*Activity Focus:* Title IX—Hiring Practices (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the information on Title IX found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.) | |
| Present the following situations to the learners: | |
| *Situation 1:* | *Situation 1:* |
| Assume you are members of the Title IX grievance committee for your school, and the committee has received this employment complaint: | *Discussion and/or Journal Entry:* |
| A vacant position for athletic director at the high school was advertised. Among those qualified applicants, two were selected for interviewing. The complaint has been filed by the woman, who feels she was not hired because of her sex. She has had extensive coaching experience as well as having served as an assistant athletic director in a larger school district. The person hired is a man who has had extensive coaching experience, but no administrative experience. Both meet the school district's educational requirements for administrators. The man hired has been heard to remark: "That woman did not have a chance. The principal told me he did not believe women could handle the details of administering a program." | Was the hiring of the man legitimate? Back up or reverse your decision with information if possible. |
| What recommendations would you make to the individual? to the school? | What stereotyped attitudes are expressed in the principal's quoted comments? |
| | What are the outcomes for the woman if these stereotyped attitudes are accepted? |
| Have the learners discuss the situation. | |
| *Situation 2:* | *Situation 2:* |
| Again, you are members of the Title IX grievance committee and you receive a possible discrimination complaint. A man has applied for a position in an elementary | *Discussion and/or Journal Entry:* |
| | Summarize the major issues for the man and the principal. |

| FACILITATOR | LEARNER |
|---|---|
| school of your district. He was not hired for the position and filed a complaint. He has had several years' experience teaching at an experimental university elementary school, as well as one year in another school district. The school hired a woman who had comparable work experiences. During the interviewing process, the principal expressed concern that "elementary teaching provided little upward mobility for a man and probably would not provide enough income for a man to support a family." The teacher is concerned he was excluded because he is a man. | Was the hiring of the woman legitimate? Back up or revise your decision with legal information if possible. |
| What recommendations would you make to the individual? to the school? | What stereotyped attitudes are expressed in the principal's quoted comments? |
| | What are the outcomes for the man if these attitudes are accepted? |
| Have the learners discuss the situation. | |
| Compare the situations. | *Discussion:* |
| | Compare the decisions made in both cases. How do the decisions differ? |
| | Are differences in the decisions because of the sex of the individuals in the cases? Explain. |

B. Decision Making

| Goal: To apply decision making skills and examine decision outcomes. |
|---|

3. Decision Outcome Analysis

*Activity Focus:* Title IX—Departmental Admission* (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the information on Title IX found on pp. 171-174. (For additional resources see Sacker p. 59 or the bibliography.) | *Discussion:* |
| Present the following to the learners: | Analyze the factors of Bob's (your) decision. List the pros and cons on each side, with an explanation of the more important ones. |
| You are to assume the role of Bob, a 9th grade student in your school. | What are the potential outcomes if Bob is unable to take the classes . . . for him? for the school? |
| Bob has just completed his registration for 10th grade classes at Central High. He signed up for a semester of sewing and a semester of cooking. Bob plans to enroll at the university after graduation and thinks these skills will be helpful for living in an apartment, as well as for his later life. He is even considering the possibility of a career in food services. The counselor told Bob these are unsuitable choices. He would be only with girls and make aprons and similar items in sewing. With frozen and convenience foods, cooking classes are obsolete. He inferred Bob would be called a sissy, so for Bob's own good, he rejected Bob's enrollment for these classes. | Is the denial of his registration a legitimate decision for the counselor to make? Why, or why not? Back up your decision with legal information if possible. |
| What would you do? | What alternatives might Bob consider in response to the counselor's decision? |
| Have the learners discuss their decisions. | |

*Developed by Cathy Wibbels and Don Holscher, Counselors, Columbus (Nebraska) Junior High School.

B. Decision Making

3. Decision Outcome Analysis

Goal: To apply decision making skills and examine decision outcomes.

*Activity Focus:* Title IX—Postsecondary Admissions Policies (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the information on Title IX found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.) | |
| Present the following to the learners: | |
| *Situation 1:* | *Situation 1:* |
| Assume you are a student at the State Vocational/Technical School. During spring vacation you visit with your friend, Barbara James.<br><br>Barbara recently applied for admission to State Voc/Tech School. She requested admission to the electronics department of the school. The admissions counselor suggested that Barbara apply in a different area, explaining that companies seldom hire female electronics graduates. Consequently, it is a waste of time to train them in electronics. Barbara has taken related high school courses and was awarded a first place at the State Science Competition for her adaptation of two-way radio transceivers. In addition, she has two years' work experience with Westinghouse in a variety of positions including transistor assembly.<br><br>What do you advise your friend to do? | *Discussion and/or Journal Entry:*<br><br>List the pros and cons on each side of the issue, with an explanation of the more important ones.<br><br>What are the potential outcomes for Barbara if she is denied admission? What are the outcomes for the school?<br><br>Is the denial of her admission a legitimate decision for the counselor to make? Why or why not? |
| Have learners discuss the situation. | |
| *Situation 2:* | *Situation 2:* |
| Assume you are on the State University Title IX Committee, and the following situation is referred to the committee.<br><br>Larry Hardy has applied for admission to the State University in the Nursing Department. The admissions counselor in acting on his | *Discussion and/or Journal Entry:*<br><br>List the pros and cons on each side of the issue with an explanation of the more important ones.<br><br>What are the potential outcomes for Larry if he |

*Activity Focus:* Title IX– Postsecondary Admissions Policies (Continued)

| FACILITATOR | LEARNER |
|---|---|
| application placed qualifying restrictions on Larry. He was admitted with the provision that he successfully complete some related work experience during the first 2 years of the nursing program. Because this stipulation is not required for female applicants, Larry has appealed the decision to the committee. In reviewing this application, you find he meets all published requirements for admission and has demonstrated interest and aptitude for health professions on various inventories.<br><br>What are your recommendations to the individual? to the nursing department? | is denied admission? What are the outcomes for the school?<br><br>What stereotyping attitudes are expressed in the counselor's decision?<br><br>Are the restrictions on his admission application a legitimate decision to make? Why or why not? Back up or revise your decision with legal information if possible. |
| Have the learners discuss the situation. | |
| Compare the situations. | *Discussion:*<br><br>Compare the decisions made in both cases. How do the decisions differ?<br><br>Are differences in the decisions because of the sex of the individuals in the cases? Explain. |

## LIFE PLANNING

The final section integrates self-exploration and decision making into the career planning process. The learner is urged to identify and analyze the relationships among educational, lifestyle and occupational decisions. The activities encourage learners to match personal qualities with occupational skills, and to identify and explore potential careers. Interviewing activities provide learners opportunities to discuss values, interests, and career and educational decisions with family members and community workers. The activities facilitate analysis of lifestyle decisions and nontraditional career options. The learning activities emphasize the need for non-stereotypic career development for females and males.

WEDNESDAY

"WE HAVE BEGUN TALKING ABOUT TYING OUR SELF AND CAREER AWARENESS EXPERIENCES TOGETHER BY EXPLORING CAREERS AND THE EDUCATIONAL PREPARATION NEEDED. WE ARE EXPLORING WHAT COLLEGE AND TECHNICAL SCHOOLS HAVE TO OFFER, AS WELL AS THE OTHER TYPES OF TRAINING THAT ARE POSSIBLE. I'M REALIZING THERE IS MORE TO CHOOSING A CAREER THAN JUST SCHOOL AND STUFF. THERE ARE OTHER THINGS TO THINK OF TOO, LIKE THE KIND OF LIFESTYLE I'D LIKE TO HAVE..."

C. Life Planning

1. Lifestyle Alternatives

| Goal: To gain insight about the lifestyle values of one of your parents. |
|---|

*Activity Focus:* You and Your Mother

| FACILITATOR | LEARNER |
|---|---|
| To explore the relationship with the people who were influential in raising them, have the learners interview and write a biography of their mother (or grandmother, aunt, sister, stepmother, etc., whatever woman was influential as they were growing up).<br><br>The interview questions can be altered or expanded to fit the interviewing situation. | *Interview Questions:*<br><br>Where and when was she born?<br><br>What was her ethnic and/or economic background? What were her parents like?<br><br>Who was important to her as a child?<br><br>What were some important things that happened to her as she was growing up?<br><br>What are her main interests and talents?<br><br>What was/is her career? Has she had more than one career?<br><br>Is she satisfied with the way she has integrated family, interests, and career? Would she do anything differently now?<br><br>*Personal Reaction:*<br><br>What are your earliest memories of her?<br><br>What was your relationship with her—in the past? What is it now?<br><br>What advice did she give you about being a woman/man?<br><br>How are you like your mother? How are you different?<br><br>How do you feel about your mother now that you have written her biogrsphy? |

*Expansion:*

The learners could then write a biography about their father (or grandfather, uncle, brother, stepfather, etc.) using the same process.

C. Life Planning

1. Lifestyle Alternatives

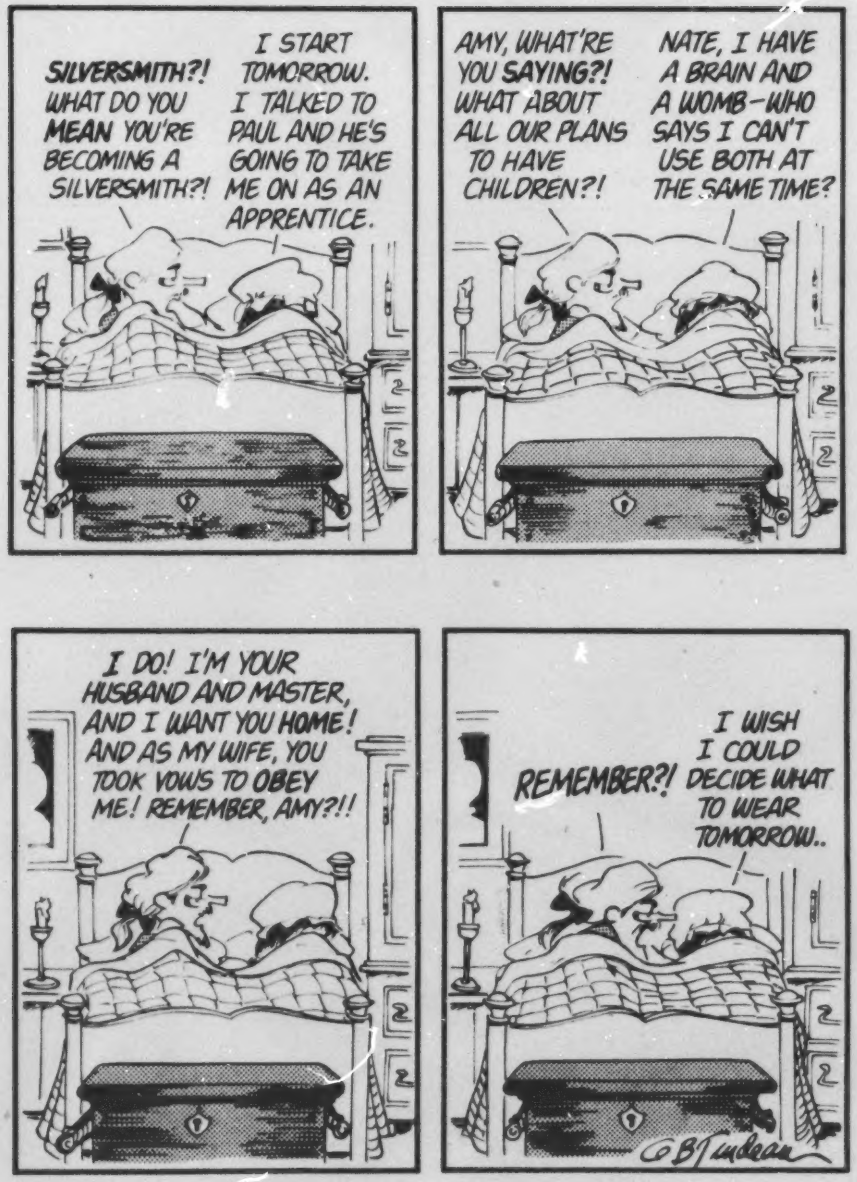
Goal: To gain personal insights about lifestyle values of family members.

*Activity Focus:* Family Values

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Have learners interview at least four members of their family, trying to interview at least one person from each generation in the family, i.e., grandparent, parent (aunt/uncle), sibling (brother/sister, cousin). | *Interview Questions:* |
| Have learners focus the interviews on the person's values and how these values influenced decisions about career, lifestyle and education. | Why did you make your specific career choice? |
| Using the suggested interview questions, have the learners develop a questionnaire they can use for these interviews. | What about this career is most important to you? |
| The questions are provided as a beginning to the questioning. Successful interviews are often based on the effectiveness of the interviewer's listening and their follow-up questioning. | Were there any compromises you had to make in choosing a career? Why? |
| | What influence does/did your family have on your career decision? Would you personally have made a different choice? |
| | What other jobs have you had and for what length of time? |
| | If you were 20 today, what career would you select? Why? |
| | Do you think it is important to enjoy your work? Why or why not? |
| | What influence does/did family income have on your educational plans? |
| | Do you think that education is useful in getting a job and making a career? Why or why not? |
| *Step 2:* | *Step 2:* |
| Have learners complete a chart of their family work patterns using the following format: | Complete the chart of your family work patterns. |
| *Generation* *Jobs/Women* *Jobs/Men* | |
| Grandparent | |
| Parent | |
| Sibling | |

*Activity Focus:* Family Values (Continued)

| FACILITATOR | LEARNER |
|---|---|
| *Step 3:* | *Step 3:* |
| Have the learners share their findings in small or large groups. Then the group can make a master chart of the jobs represented for each generation. | Are there similar career patterns among age groups? |
| Encourage learners to speculate on the reasons why differences and similarities appear among groups. | Are there similar career patterns for males? for females? |
| | Were there any consistent reasons for the career choices? |
| | What, if any, generalizations can be made about male career decisions? about female career decisions? Consider the kind of career decision, the manner in which it is made, and the factors influencing the decision. |
| *Step 4:* | *Step 4:* |
| Have the learners analyze their reactions to their interviews in a journal entry. | Have your feelings toward your family members changed as a result of your interviews with them? Why? How? |
| | How did you feel about talking with your family members about things that they value? How do these values differ from yours? |


SILVERSMITH?! WHAT DO YOU MEAN YOU'RE BECOMING A SILVERSMITH?!
I START TOMORROW. I TALKED TO PAUL AND HE'S GOING TO TAKE ME ON AS AN APPRENTICE.
AMY, WHAT'RE YOU SAYING?! WHAT ABOUT ALL OUR PLANS TO HAVE CHILDREN?!
NATE, I HAVE A BRAIN AND A WOMB-WHO SAYS I CAN'T USE BOTH AT THE SAME TIME?
I DO! I'M YOUR HUSBAND AND MASTER, AND I WANT YOU HOME! AND AS MY WIFE, YOU TOOK VOWS TO OBEY ME! REMEMBER, AMY?!!
REMEMBER?!
I WISH I COULD DECIDE WHAT TO WEAR TOMORROW..
GBTrudeau

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C. Life Planning

1. Lifestyle Alternatives

Goal: To examine conflicts in values when making decisions about lifestyles.

*Activity Focus:* Marriage or Career Dilemma

| FACILITATOR | LEARNER |
|---|---|
| Present the following dilemma to the learners:<br><br>You are engaged to be married and have both just graduated from high school. You want to marry now but your parents have encouraged you to wait. You both are really interested in managing your own business some day and feel a college education would be helpful. Your parents have encouraged both of you to attend the university and will finance it if you wait to marry.<br><br>If you marry now, one of you will have to work at least the four years needed until graduation. It will probably be difficult for that person to start college after waiting the four years.<br><br>What do you do?<br><br>Have the learners discuss their solutions. | *Discussion:*<br><br>Explain your decision.<br><br>What are all the possible alternatives regardless of their probability?<br><br>What would the immediate educational plans be for each person given the decision you made? In five years?<br><br>What would the immediate employment plans be for each person given the decision you made? In five years?<br><br>What are your assumptions about the roles/ duties of women and men regarding paid work and education? |
| *Expansion:*<br><br>Have the learners interview several women and men who could offer experienced opinions about the situation.<br><br>Compare these responses. | *Expansion:*<br><br>How did they work things out?<br><br>What alternatives did they consider?<br><br>Have they been happy with their decision?<br><br>What would they have done differently? |
| *Variation:* | *Variation:*<br><br>Re analyze your decision using the above questions.<br><br>Does this alter your decision? How? Why? |

C. Life Planning

1. Lifestyle Alternatives

**Goal:** To explore lifestyle alternatives within the school system.

*Activity Focus:* Title IX—Marital Status (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the Title IX information relating to the marital status of students found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.)<br><br>Present the following to the learners:<br><br>Barbara and David are senior students at your school. Both have been very active in interscholastic sports. Both have won awards for their athletic abilities, and both have been offered athletic scholarships to the state university. Between semesters, they got married. When Barbara went out for spring track and field, she was told that the school board policy prohibited married women students from participating in interscholastic sports. There is no corresponding policy for married male students.<br><br>Is this an equitable policy?<br><br>Have the learners discuss the policy.<br><br>The learners can examine their clubs, school-sponsored activities, and course descriptions to determine if marital status of females and males is a factor in admissions or participation. | *Discussion:*<br><br>Does the school board policy violate Title IX regulations? Why or why not?<br><br>What are some alternative policies the school board could adopt?<br><br>Would the policy violate Title IX if all married students were prohibited from interscholastic competition? Why or why not? |

C. Life Planning

1. Lifestyle Alternatives

| Goal: To examine the lifestyle associated with various occupations. |
|---|

*Activity Focus:* Occupational Lifestyle Analysis

| FACILITATOR | LEARNER |
|---|---|
| Have the learners explore the types of lifestyles that are associated with various occupations. This activity can be initiated by having the learners question the facilitator about their career choice and the associated lifestyle. (The facilitator can prepare by reviewing the factors listed below.)<br><br>Then have each learner select an occupation that they are interested in and research it for the major lifestyle factors associated with the occupation such as:<br><br>Work place<br>People you would work with<br>Income level<br>Housing conditions<br>Leisure time activities<br>Work hours and shifts<br>Civic and community involvement<br>Travel requirements<br>Moving demands<br>Level of contact with people<br><br>The information gathered can be shared through an oral report, a bulletin board display, a newspaper article, etc.<br><br>In a journal entry, each learner can record their findings. | *Discussion:*<br><br>What are the favorable lifestyle characteristics of the occupation you chose?<br><br>What are the unfavorable lifestyle characteristics?<br><br>What are some of the reasons for others rating lifestyle characteristics differently than you?<br><br>Would these characteristics affect your occupational choice? Why? |

C. Life Planning

Goal: To analyze occupational stereotypes.

1. Lifestyle Alternatives

*Activity Focus:* Occupational Stereotypes

| FACILITATOR | LEARNER |
|---|---|
| Have the learners individually survey the representation of occupations in television programming. The results can be recorded by listing the name of the program, the occupations represented, and the population represented (females and/or males).<br><br>Then as a group, have the learners make a composite list of the occupations they observed. Assign each of these occupations to small groups or to individuals. The learners can research their assigned occupation by interviewing a worker in this job or by doing similar research. This will help the learners identify the accurate and inaccurate portrayals of the occupation.<br><br>Have them share this information with the whole group in a brief presentation. | *Discussion:*<br><br>Are the job duties exhibited by the worker typical?<br><br>Is the lifestyle portrayed accurately (family life, leisure time activities, etc.)?<br><br>Do the living conditions (income, home, clothing, etc.) seem compatible with the job and lifestyle?<br><br>Is the job portrayed in a sex-stereotyped manner? If so, what are some examples of stereotyped attitudes and actions? |

B.U. LAW SCHOOL? WELL, OPEN IT UP!
WHY? WHAT'S THE POINT? I ALREADY KNOW WHAT IT SAYS..
GIVE IT HERE, KIDDO!
IT'S A REJECTION. I'M QUITE SURE OF THAT. I'VE NEVER BEEN MORE SURE OF ANYTHING IN MY LIFE.
IT'S BECAUSE I'M A WOMAN— THAT'S WHY, YOU KNOW. ABSOLUTELY. IT'S BECAUSE I'M A MIDDLE-AGED WOMAN, AND NO LAW SCHOOL IS GOING TO BELIEVE IN ME. I KNOW IT.
"DEAR SIR..."
I KNEW IT!
G.B. Trudeau

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C. Life Planning

2. Educational Options

Goal: To enhance personal insights and knowledge about educational and training options and experiences.

*Activity Focus:* Career Preparation Decisions

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:*<br><br>Ask the learners to interview at least four students (two women and two men) from different kinds of educational and training programs, e.g., community colleges, small colleges, large universities, graduate programs, trade apprenticeships, vocational-technical colleges, on-the-job training programs, etc.<br><br>Have learners focus each interview on the individual's values and plans, and on the reasons for selecting their educational program and institution.<br><br>The questions are provided as a beginning to the questioning. Successful interviews are often based on the effectiveness of the interview's listening and follow-up questioning. | *Step 1:*<br><br>*Interview Questions:*<br><br>What aspect of your educational experience do you value most?<br><br>How did you decide to enter your current program? What alternatives did you consider? What changes, if any, would you make?<br><br>What courses did you take in high school that were helpful?<br><br>How is what you are doing now preparing you for what you intend to do after you graduate or begin working full time?<br><br>How do you coordinate your personal life (i.e., living at home, living alone or with roommates, being married, being married with children) with your education and employment? |
| *Step 2:*<br><br>Have learners share the findings in small or large groups. | *Step 2:*<br><br>*Discussion and/or Journal Entry:*<br><br>How have these interviews influenced your interest and plans for post-high-school training/education programs?<br><br>What did you learn about the relationship between lifestyles, and education and training programs? How can you apply this to your own plans? |

*Activity Focus:* Career Preparation Decisions (Continued)

| FACILITATOR | LEARNER |
|---|---|
| *Step 3:* | *Step 3:* |
| Discuss educational decisions made by females and males. | What similarities and differences can you identify in the educational planning patterns of the men and women interviewed?<br><br>How do these patterns compare to those discovered in other interview activities?<br><br>What differences, if any, can you identify between values and goals of women and men with different lifestyles? Why might these differences exist? |

C. Life Planning

2. Educational Options

Goal: To apply decision making skills to career-related situations.

*Activity Focus:* Title IX—Career Advisement Materials (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the Title IX information relating to the treatment of students found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.)<br><br>Present the following to the learners:<br><br>Your school provides students an opportunity to explore career options by publishing department course descriptions which identify related career clusters. Each career cluster lists potential careers with the necessary educational requirements. These career guides are used throughout the school.<br><br>In reviewing the home economics career guide, you notice that the illustrations show only women in home economics-related careers. The guides describing science-related and industrial arts-related careers show only men in the illustrations.<br><br>Is this an equitable representation?<br><br>Have learners discuss their opinions and solutions. | *Discussion:*<br><br>Do the illustrations in the career guides represent a violation of Title IX regulations? Why or why not?<br><br>How could these illustrations produce stereotypes?<br><br>What changes could be made in the career guides? |

C. Life Planning

2. Educational Options

Goal: To examine the relationship between academic counseling and Title IX.

*Activity Focus:* Title IX—Counseling and Course Offerings (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| Review the Title IX information relating to the counseling of students found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.)<br><br>Present the following to the learners:<br><br>Janet has an appointment with her counselor to plan her course schedule for next semester. In discussion the counselor stressed how valuable a semester of typing would be for her. Although she is not very interested, Janet eventually registers for the course. After talking with several female friends, Janet discovers they received the same advice from the counselor. When discussing her schedule with some male friends, she learned that none have ever had typing recommended. Janet feels that the counselor is not advising students equitably.<br><br>What can she do?<br><br>Have learners discuss their advice.<br><br>*Expansion:*<br><br>Have learners identify a possible Title IX violation in their school environment. | *Discussion:*<br><br>If the counselor consistently recommends typing for females, but not for males, is this a violation of Title IX regulations? Why or why not?<br><br>What can the school do to stop biased course advisement?<br><br>What other examples of one-sided course advisement can your group think of? |

THURSDAY

"TODAY WE READ ABOUT A WOMAN WHO GRADUATED FROM HIGH SCHOOL AFTER DROPPING OUT OF SCHOOL WHEN SHE WAS 16. SHE SAYS SHE 'JUST WANTED TO LEARN' SO SHE RETURNED TO SCHOOL. SHE WAS 93 YEARS OLD WHEN SHE GRADUATED."

C. Life Planning

2. Educational Options

| Goal: To recognize relationships between values and learning alternatives. |
|---|

*Activity Focus:* Money and Learning Game

| FACILITATOR | LEARNER |
|---|---|
| Present the following situation to the learners:<br><br>On your 19th birthday, you will have access to a $20,000 trust fund set up for your education by your grandparent. Your grandparent was concerned that you spend the money wisely. There is a stipulation that you demonstrate to your trust officer that you will learn from the experiences you choose to finance.<br><br>Have learners develop at least two plans to present to the trust officer. Formal schooling may only be included in one of the plans. Some potential plans or combinations may include:<br><br>Travel<br>Community Action Involvement<br>Work/Study<br>Cooperative Education<br>On-the-Job Training<br>Formal Education (e.g., college/university, technical schools, etc.)<br>Apprenticeship<br><br>In formulating those plans, develop or incorporate values and interests such as the following:<br><br>Leadership<br>Variety<br>Stability<br>Creativity<br>Adventure<br>Social Responsibility<br>Independence<br>Achievement<br>Arts<br>Knowledge<br>Cultures<br>Current Events<br>Environment<br>Hobbies | *Discussion:*<br><br>What are the benefits of each plan?<br><br>What are the drawbacks of each plan?<br><br>Which plan is your favorite? Why?<br><br>Would you consider using one of these plans in your future? |

*Activity Focus:* Money and Learning Game (Continued)

| FACILITATOR | LEARNER |
|---|---|
| For each plan developed, list the values which are most important to the plan. | |
| *Variation:* | |
| Have learners role play the interview with the trust officer. | |

HMM... SAY, LADY, WHAT KIND OF JOB EXACTLY WERE YOU LOOKING FOR?
WELL, I'M NOT CERTAIN... I...
WELL, I DON'T KNOW WHAT YOU EXPECT ME TO DO! YOU HAVE NO CREDENTIALS! WHO WANTS A RETIRED HOUSEWIFE?
LADY, DO YOU REALIZE HOW MANY PEOPLE ARE LOOKING FOR WORK? TRAINED PEOPLE! - PEOPLE WITH DEGREES! IN THE QUALIFICATIONS DEPARTMENT, MY DEAR, YOU RATE A BIG ZERO!
OH
BUT I'LL SEE WHAT I CAN DO.



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C. Life Planning

3. Career Exploration

| Goal: To define the term and to discuss feelings about work. |
|---|

*Activity Focus:* Definition of "Work"

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Through group discussion, have learners define "work." | What are the primary characteristics of work? |
| Once discussion has covered essential points, a formal definition such as the following can be introduced. | Are volunteer and community activities considered work? Why or why not? |
| Webster's *New Collegiate Dictionary* defines *work* as "activity in which one exerts strength or faculties to do or perform something." | Is homemaking considered work? Why or why not? |
| *Step 2:* | *Step 2:* |
| Have learners explore the importance of and reasons for working. Include economic necessity, personal and social value, and personal fulfillment. | Why do you think people work? |
| | Is work an important factor in most people's lives? Why or why not? |
| | How many of your mothers work in and outside the home? Why do they work two jobs? Do any of your fathers work two jobs in or outside the home? |
| | What percentage of the work force is female? What percentage of all women work outside the home? (See *Realities of Women and Work*, p. 178.) |
| | Why do some jobs have more social value and importance than others? How do we know some jobs have more prestige than others? |
| *Step 3:* | *Step 3:* |
| Have learners discuss the differences among unskilled, skilled, and professional jobs. Defining these terms may help clarify the differences. | What are the differences among unskilled, skilled, and professional work? |
| | How do wages differ? Do wages reflect the value of each of these types of work? How? |

*Activity Focus:* Definition of "Work" (Continued)

| FACILITATOR | LEARNER |
|---|---|
| *Step 4:* | *Step 4:* |
| Have learners discuss their attitudes toward work. | How do you feel about going to work? Do you want to work?<br><br>If you don't want to work, what would you prefer to do?<br><br>Do you feel work should be only a way to earn money or do you feel work should be personally satisfying? Why? |

AT LAST! MY FIRST DAY ON THE JOB.
I MUST SAY, THIS ISN'T A WHOLE LOT DIFFERENT THAN JUST BEING A HASSLED MOTHER. IT'S THE SAME STRUGGLE TO GET THROUGH THE DAY.
...TAKING CARE OF CRYING INFANTS, FEEDING THEM LUNCH, SUPERVISING THEIR PLAY, PICKING UP AFTER THEIR MESSES, STOPPING THEIR FIGHTS, MAKING THEM TAKE NAPS...
BUT I'M GETTING PAID FOR IT!
HOW MUCH?
© BTrudeau

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C. Life Planning

3. Career Exploration

Goal: To identify and share interests that can increase job competencies.

*Activity Focus:* Identifying Job Skills

| FACILITATOR | LEARNER |
|---|---|

*Phase 1:*

Have learners generate a list of leisure activities, hobbies, clubs, volunteer work, or interests (you may want to use the inventory information from the *Rating Presented Activities,* p. 75).

Next to each hobby or interest, have learners list possible jobs that are related. For example:

| *Interests* | *Jobs** |
|---|---|
| Hospital volunteer | Nurse, doctor, lab technician |
| Using microscope | Scientist, researcher, doctor |
| Music | Professional musician, music teacher, church music director, managing music store |
| Using calculator | Accountant, statistician |
| Woodworking | Carpenter, upholsterer |

Have learners add a third column listing other skills needed for each of the jobs listed. Then have them underline the skills they have.

*Phase 2:*

Share this information with the group. Some possible methods of sharing this information include:

Making bulletin boards relating one hobby, club or other school activity to specific job skills.

Writing a regular column for the school paper about jobs and hobbies.

Presenting oral reports on one interest or activity and the related job skills needed to be developed.

Participating in group discussions on careers.

*Examples provided by Lou Ganz, Counselor, Weeping Water (Nebraska) High School.

*Discussion and/or Journal Entry:*

What kinds of activities may increase your potential job skills?

What other activities might help you further explore interests in a career?

What additional activities might help you develop job skills needed for one career interest?

Are there any activities you might not do because the activity is sex role-related? Why?

C. Life Planning

Goal: To analyze job placement referral policies.

3. Career Exploration

*Activity Focus:* Title IX—Employment Referrals by Schools (see pp. 171-174)

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:*<br><br>Review the Title IX information relating to the treatment of students found on pp. 171-174. (For additional resources see Sadker p. 59 or the bibliography.)<br><br>Present the following to the learners:<br><br>Students at your school may enroll in a course which is designed to place students in various work situations. Local businesses employ students for the duration of the course. The course coordinator maintains two lists for employers- one for female students and one for male students.<br><br>You are interested in a position that is found on the list for males (if you are male,the position you want is on the female list). Because you are on the opposite list, you have not been referred to employers that have the jobs you are interested in.<br><br>What can you do to get referred to the jobs you are interested in?<br><br>Have the learners discuss their decisions. | *Step 1:*<br><br>Does the practice of maintaining separate employment lists violate Title IX? Why or why not?<br><br>If so, what changes can you request of the course coordinator?<br><br>If so, what changes can you request of the school?<br><br>What are the potential outcomes for the school if this is a violation of Title IX regulations? |
| *Step 2:*<br><br>After the learners have discussed the first phase, present the following to them:<br><br>You have recently been assigned to coordinate the work course described above. You think that maintaining employment lists based on sex violates Title IX regulations. Several students want positions that are on the lists for the other sex.<br><br>How do you help the students get the work experience they want?<br><br>Again have the learners discuss their decisions. | *Step 2:*<br><br>How might sex-segregated employment lists encourage stereotyping?<br><br>Give some examples of jobs that are stereotyped as jobs only for women and jobs only for men. How did these jobs become stereotyped?<br><br>Why might employers desire workers of a certain sex? When is this legitimate? When not?<br><br>How would you handle a situation in which an employer resisted accepting students of either sex? |

C. Life Planning

3. Career Exploration

| Goal: To recognize how occupations may be grouped. |
|---|

*Activity Focus:* The Clustering of Careers

| FACILITATOR | LEARNER |
|---|---|
| Have the learner generate the names of as many jobs as possible. Put the name of each on one slip of paper or an index card.<br><br>Then have the learner sort similar jobs into five to seven groups which represent career clusters.<br><br>Possible career clusters could include:<br><br>Agri-business and Natural Resources<br>Business and Office<br>Health<br>Public Services<br>Communications and Media<br>Marketing and Distribution<br>Personal Services<br>Construction and Manufacturing<br>Transportation<br>Consumerism and Home Economics<br>Fine Arts and Humanities | *Discussion and/or Journal Entry:*<br><br>What are the similar characteristics of the various jobs?<br><br>What are the differences among the jobs?<br><br>Would any jobs fit in more than one cluster?<br><br>Which cluster, or clusters, seems to include most of the jobs you would be interested in?<br><br>Are there any clusters which predominantly employ females or males? Why? |

C. Life Planning

3. Career Exploration

Goal: To use job features to identify the similarities and differences between jobs.

*Activity Focus:* Identifying Job Similarities/Differences

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Have the learners choose two jobs being considered for a career which are in different fields. | How can knowledge of job features help you in your career exploration? |
| Have the learners note the jobs at the top of a sheet of paper. Then have them divide the paper into two columns headed Similarities and Differences. | Which job features are important to you? Why? |
| Learners should list the features that are common to both jobs and those in which they differ. The features might represent a range of variables such as: | What job features appear to be most important in showing differences between the two occupations? |
| person/number/thing orientation<br>indoor/outdoor orientation<br>emotional/intellectual/physical demands<br>flexible/inflexible working hours<br>working with others or alone<br>training requirements<br>routine/creative work | What job features do both occupations share? |
| Have learners discuss the value of job features in making career decisions. | |
| *Step 2:* | *Step 2:* |
| Now have the learners label these jobs as they see them – male (M), female (F), both (MF). Then continue the discussion. | *Discussion:* |
| | Do any of the job features appear to be traditionally preferred by one sex? |
| | Does a stereotyped feature tend to stereotype the job as a whole? Why or why not? |
| | How do you think these traditional orientations developed? |

C. Life Planning

3. Career Exploration

| Goal: To identify personal job condition preferences. |
|---|

*Activity Focus:* Desirable Job Conditions

| FACILITATOR | LEARNER |
|---|---|

Present the following activity to your group:

You have always been fascinated by and enjoyed tinkering with appliances and machines around your home. Throughout high school you have worked part-time at the local hardware store and the owner has offered you a full-time position for after graduation. The owner has indicated you could be manager in a few years since she wants to retire soon. There is the possibility you could purchase the store if you can save enough money before she retires.

You have also been recruited by a large company that needs field service technicians. They will train you and then you will travel to different locations to do repair work. There are many opportunities for promotions with this company, although the initial pay rate is less than the local hardware dealer is offering. The training program they offer would qualify you to work at a number of places in the country and there is a strong possibility that after 2-5 years on the job you would be asked to move to another location.

Which job do you decide to take?

Have the learners consider specific job conditions such as the following, which may be important to their decisions.

Skill development
Independence
Supervision
Salary
Company size
Promotion opportunities
Locale and community size
Mobility needs
Training opportunities
Security

*Discussion and/or Journal Entry:*

What are the short-term outcomes of your decision? The long term outcomes?

How do you feel about each of the working conditions? Rate each as positive, neutral, or negative.

How can you use this information in your own career planning?

*Activity Focus:* Desirable Job Conditions (Continued)

| FACILITATOR | LEARNER |
|---|---|
| Have the learners discuss their decisions. | |
| *Expansion:* | *Expansion:* |
| Have the learners select a career they are interested in. Have them compare the job conditions they have identified as personally important to this selection to see if it promotes those desirable conditions. | *Discussion and/or Journal Entry:*<br><br>Are there any desired conditions that are not found in this career?<br><br>Are there other compensations?<br><br>Are there other conditions not previously considered which seem favorable? Are there any which seem unfavorable? Explain. |

WEDNESDAY

"THE COUNSELOR POINTED OUT THAT LOTS OF TIMES PEOPLE'S CAREER CHOICES CHANGE. SO THE PURPOSE OF THE ACTIVITIES I DO IS NOT TO LOCK ME INTO A CAREER FOR MY WHOLE LIFE, BUT IS A WAY I CAN BEGIN EXPLORING CAREERS AND MAKE DECISIONS ABOUT THEM. IT SOUNDS PRETTY GOOD TO ME. . ."

C. Life Planning

3. Career Exploration

| Goal: To identify work values and to integrate them into personal lifestyles. |
|---|

*Activity Focus:* Personal and Job Work Values

| FACILITATOR | LEARNER |
|---|---|
| *Phase 1:*<br><br>Have learners develop a list of work-related values—things they consider very important to a job. Some suggested work values are:<br><br>Risk taking<br>Decision making<br>Creativity<br>Security<br>Independence<br>Mobility<br>Variety<br>Equitable pay<br>Prestige<br>Supervision of others<br>Structure<br>Leadership<br>Mental stimulation<br>Accomplishment of tasks<br><br>Have the learners discuss the meanings of the work values and give examples for each. Then have them individually rate their needs—high, medium or low for each work value listed.<br><br>*Phase 2:*<br><br>Have learners identify an occupation they are now considering, and ask them to rate (high, medium, low) each work value that is needed for that occupation and compare this to the *Phase 1* list.<br><br>The comparison process can be done again with additional occupations. | *Discussion and/or Journal Entry:*<br><br>Are there similarities between your personal work value ratings and the occupational work value ratings?<br><br>Are there major differences between these ratings?<br><br>Why is it necessary to have personal work values which are compatible with job work values? |

C. Life Planning

3. Career Exploration

Goal: To explore personal work values.

*Activity Focus:* You Can't Find a Job

| FACILITATOR | LEARNER |
|---|---|
| Present the following problem to the learners for group discussion:<br><br>You have just completed your college education. It has taken you five years to finish because you changed your major after the third year. However, you graduated in an area which you find very exciting and feel will be personally fulfilling.<br><br>You want to return to your hometown. Your problem is that you cannot find a job in your field in your community. You are beginning to feel you wasted five years. However, there are jobs available in your town in your previous career choice.<br><br>What do you do?<br><br>Your Bachelor's degree is in (choose one):<br><br>Elementary education<br>Architecture<br>Biology<br>Social studies<br>Physical education and recreation<br><br>Your first career choice was (choose one):<br><br>Small business management<br>Pharmacy<br>Construction management<br>Forestry<br>Agriculture business<br><br>Have the learners discuss their decisions. | *Discussion:*<br><br>What are *all* choices you can make regardless of their desirability?<br><br>Which options can you reject right now?<br><br>For the rejected options, what are the positive, neutral, or negative ratings of the following values:<br><br>Health<br>Family Involvement<br>Money/Wealth<br>Security<br>Helpfulness/Social Responsibilities<br>Recognition/Achievement<br>Independence<br>Companionship<br>Adventure<br>Influence<br>Knowledge<br>Imagination<br>Emotional Strength<br><br>Does there seem to be a consistent pattern of values in the options rejected? Are the same values the reasons for rejecting some options?<br><br>What positive values do the remaining alternatives have for you?<br><br>How do you feel about being unable to obtain a job in your field?<br><br>Are there other occupations that would fulfill your work values? Do you have other interests which you might explore through other work opportunities? |

C. Life Planning

3. Career Exploration

Goal: To gain workers' personal insights into their career decisions.

*Activity Focus:* Career Decision Making Interviews

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Ask learners to interview at least two people of each sex who are currently employed in careers the learners are interested in. | *Interview Questions:* |
| Have them focus the interview on how the individuals feel about their jobs and the reasons for entering their careers. | How did you decide to take this job? What other alternatives did you consider? Would you alter these decisions if you were making them today? |
| The interview questions can be altered or expanded to fit the interviewing situation. | What are the duties of your job? |
| | What do you like best about your job? What do you like least? Would you change anything? |
| | What kind of training and/or education did you go through before getting your job? Did it prepare you adequately for your work? |
| | How do you coordinate your family/home/job responsibilities? |
| *Step 2:* | *Step 2:* |
| Ask the learners to analyze the interview experience either through small group discussions or journal entries. | *Discussion and/or Journal Entry:* |
| | Have these interviews influenced your interest in this career area? How? |
| | Do the duties and requirements of the job appeal to you? Why or why not? |
| | Can what you've learned from these people help you make your own career decisions? How? |
| | What trends or patterns appear among females interviewed? Among males interviewed? |
| | Do these trends follow a stereotyped pattern? |
| | What work and personal values are expressed by the women interviewed? By the men? |

C. Life Planning

3. Career Exploration

| Goal: To fantasize a future living and work situation. |
|---|

*Activity Focus:* 10–15 Year Future Fantasy

| FACILITATOR | LEARNER |
|---|---|
| *Phase 1:*<br><br>Ask the learners to think for several minutes about the future.<br><br>Then have them as a group describe what they think the future will be like in 10–15 years. They may want to consider factors such as:<br><br>working conditions<br>scientific advancements<br>entertainment<br>transportation<br>living conditions<br>population<br><br>*Phase 2:*<br><br>Now, in as much detail as possible, have the learners write a description of a typical day in their future from morning to night. Encourage the learners to consider a variety of factors such as:<br><br>work<br>income level<br>living conditions<br>education/training<br>friends<br>family structure<br>clubs and recreation<br>where you live<br><br>*Phase 3:*<br><br>Have the leaners compare their day of the future with their future fantasy. Then encourage them to examine how realistic their fantasy is. | *Discussion:*<br><br>How does your fantasy fit into your concept of the future society?<br><br>Are there inconsistencies? What are they?<br><br>Compare your view of your future work life and your future personal life. Do you think this day is realistic for you?<br><br>What about this day is different from your life now?<br><br>What about this day is like your life now?<br><br>What factors in your future fantasy are most important to you? Why?<br><br>What factors in your future fantasy are least important to you? Why?<br><br>Do you think the future generally will be much like the present society or will it be radically different? Why? |

*Activity Focus:* 10–15 Year Future Fantasy (Continued)

| FACILITATOR | LEARNER |
| --- | --- |
| *Variation 1:* | |
| Have the learners describe a day in the future that is reality-free. There should be no restrictions placed on the fantasy. | |
| *Variation 2:* | |
| Have the learners describe a "special day" in the future. Ask learners to identify what makes this day special. | |

C. Life Planning

3. Career Exploration

Goal: To explore the abilities, training, and lifestyles required of various jobs.

*Activity Focus:* Research a Career (see pp. 221-223)

| FACILITATOR | LEARNER |
|---|---|

*Phase 1:*

Have the learners identify several career interests and have them complete the *Career Knowledge Quiz* (p. 221) for each of these careers.

*Phase 2:*

Then have the learners check their responses by researching those careers. This can be done by:

looking through career materials available from the counselor.

searching the *Occupational Outlook Handbook.*

writing related professional organizations or unions for information.

interviewing persons in the identified careers (see the interviewing activities pp. 117, 137).

checking with the school or local library for career information.

The *Career Information Questionnaire* found on pp. 222-223 can be used to collect and consolidate this information.

*Phase 3:*

Once the research is complete, have the learners share the information they have gathered with others in the group. This can be done by making individual presentations (speeches, reports, etc.) or group presentations (panel discussions, role playing interviews, etc.).

*Discussion:*

Were you surprised about some of the information you found? Which areas? Why?

What additional information would you like?

Do you think you might like to work in any of these areas? Why or why not?

If more than 50% of the workers were male, would you still consider the job area? If more than 50% of the workers were female, would you consider the job area? Why or why not?

C. Life Planning

3. Career Exploration

Goal: To explore the differences in work between women and men.

*Activity Focus:* Women's Work, Men's Work (see p. 224)

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Using the *Female/Male Job Checklist* (p. 224), have learners identify the jobs they define as women's work and men's work. The facilitator can also ask them to make additions to the checklist; these additional occupations might include the jobs each learner is considering, the jobs predominant in their hometown, etc. | How did the number of jobs labeled men's work compare to those labeled women's work? |
| | Do the men's jobs generally have more or less status or power than the women's jobs? |
| | Do the women's jobs tend to require more or less education than the men's jobs? |
| Have learners discuss the results and implications. | Can distinctions be made according to the kind of work being done by men and women (working with people, or data, or mechanical things)? |
| | Do employers value physical appearance as more important for men's jobs or women's jobs? Why or why not? |
| *Step 2:* | *Step 2:* |
| Have learners research the salary levels for each job by either obtaining specific salaries from the current edition of the *Occupational Outlook Handbook* or by consulting local newspaper want ads. Then have them determine whether each is high, medium, or low. For a convenient standard, use the U.S. Department of Labor statistics of the average annual income for all workers ($9,171 for 1974). | Is the pay for men's jobs higher, lower, or equal to the women's jobs? |
| | If there are differences, what are some of the reasons for these differences? Are these reasons valid? Why or why not? |
| Discuss the results. | Are there jobs where men are paid more than women for the same work? What are they? Is this legal? |

..AND NOW, HERE'S NICHOLE, WBBY'S ALTERNATE LIFE STYLIST!
GOOD MORNING, AND HAVE I GOT A TIP FOR YOU WOMEN WHO RUN A HOUSEHOLD! IT'S CALLED "TRADE-A-MAID," AND HERE'S HOW IT WORKS!
HOUSEWIFE A AND HER BEST FRIEND, HOUSEWIFE B, SPEND WEEKDAYS CLEANING EACH OTHER'S HOME. THEIR RESPECTIVE HUSBANDS PAY FOR THEIR SERVICES, JUST AS THEY WOULD FOR THOSE OF A FIRST-CLASS MAID..
SEVERAL BENEFITS ACCRUE. FIRST, THE HUSBANDS GAIN A SENSE OF THE REAL VALUE OF HOUSEHOLD WORK, AND THEIR WIVES GAIN THE SATISFACTION OF CONTRIBUTING TO THE FAMILY INCOME!
SECONDLY, AND JUST AS IMPORTANTLY, BOTH WOMEN BECOME ELIGIBLE FOR SOCIAL SECURITY BENEFITS. LASTLY, THEIR CLEANING EQUIPMENT CAN BE DEDUCTED ON THEIR TAX RETURNS. BACK TO YOU, MARK.
2-20
WHY.. WHY.. THAT'S THE MOST AMAZING SYSTEM I'VE EVER HEARD OF, NICHOLE!
THANK YOU, MARK.
IT'S ILLEGAL, THOUGH, RIGHT?
NOT YET.

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C. Life Planning

3. Career Exploration

Goal: To explore the occupation of homemaking.

*Activity Focus:* Homemaking—The Unpaid Occupation (see pp. 181-184)

| FACILITATOR | LEARNER |
|---|---|
| Have the learners reread the article *"The Value of Housework: For Love or Money?"* (pp. 181-184) and review the information gained from the earlier activity, *The Value of Housework* (p. 63) | *Interview Questions:*<br><br>Why did you choose this career?<br><br>Would you choose the career again?<br><br>What do you like most about homemaking? What do you like least?<br><br>Do you feel you have time for yourself?<br><br>How do you compare the value of homemaking to the value of other occupations?<br><br>Do you agree or disagree with the media's representation of people who are homemakers? Why? Why not?<br><br>How do you feel about the statement, "I'm just a housewife"? |
| Then have the learners interview two or three people whose sole occupation is homemaking. Summarize their findings and present them to the group.<br><br>The interview questions can be altered or expanded to fit the interviewing situation. | |
| *Expansion:*<br><br>The learners can ask the individuals they have interviewed to read the article *"The Value of Housework: For Love or Money?"* (pp. 181-184) and then they can discuss with those individuals their reactions to the article. | |

C. Life Planning

3. Career Exploration

Goal: To identify nontraditional jobs for females and males and the skills needed for those jobs.

*Activity Focus:* Why Not a Man/Woman for a Woman/Man's Job?

| FACILITATOR | LEARNER |
|---|---|
| *Step 1:* | *Step 1:* |
| Have learners identify 10 jobs which are nontraditional for females and 10 which are nontraditional for males. | Are there disagreements about what is nontraditional for males and females?<br><br>Was it easier to list nontraditional jobs for women than men? If so, why do you think this has occurred?<br><br>Would you be interested in any of these nontraditional jobs? Why or why not? |
| *Step 2:* | *Step 2:* |
| Have each learner select one job that would be nontraditional for them. Then have them research it to determine if they or other members of their sex could be employed in that job by analyzing the skills required for the job. Consider the following:<br><br>the activities of the job.<br><br>the skills necessary to carry out each activity.<br><br>the training and/or experience needed to develop each skill. | What are the most important qualities or skills needed for the job?<br><br>Are any skills sex-related (that is, they can *only* be performed by one sex)? Why? Can you think of any exceptions?<br><br>If skills are not sex-related why are members of one sex not found working in that job?<br><br>If skills are not sex-related, can training/education be obtained for members of both sexes? If not, why?<br><br>Would you be interested in working at this job? Why or why not? |

C. Life Planning

3. Career Exploration

| Goal: To identify and interview community people who work at nontraditional jobs. |
|---|

*Activity Focus:* Nontraditional Career Interviews

| FACILITATOR | LEARNER |
|---|---|
| Ask learners as a group to identify people in their community who have nontraditional jobs. Then ask each learner to choose one of these individuals to interview.<br><br>The interview questions can be altered or expanded to fit the interviewing situation.<br><br>Have the learners share the interview information with the other learners.<br><br>*Expansion:*<br><br>Have the learners research individuals outside their community who are in nontraditional jobs (e.g., celebrities, government officials, business people, etc.) by reading about them and/or by watching interviews. | *Interview Questions:*<br><br>Why did you select your career?<br><br>Do you think your job requires special skills or talents? What are they?<br><br>Are there any special problems you face in this career?<br><br>Are there any special advantages of working in this career?<br><br>Do you like your job? Why or why not?<br><br>Do you feel you made an unusual career choice? Why?<br><br>Would you choose this career again? Why or why not? |

C. Life Planning

3. Career Exploration

Goal: To experience and explore a nontraditional job.

*Activity Focus:* Exploring a Nontraditional Job

| FACILITATOR | LEARNER |
|---|---|
| Have the learner experience and explore a nontraditional job to see what skills and talents are needed. For example:<br><br>Female learners could volunteer two hours daily or one day a week to work at a gas station, on a farm, at a granary, or with their fathers who might be involved in a traditional male occupation.<br><br>Male learners could volunteer two hours daily or one day a week to work in a nursing home, in a hospital, in a day care center, or in their home doing housework.<br><br>Have the learners identify the skills and talents which are important in doing their jobs.<br><br>After all learners have spent some time at a nontraditional job, have them share their experiences with the other learners. The information may be shared through group discussions, group projects, newspaper articles, or bulletin boards. | *Discussion:*<br><br>How did you feel looking for a nontraditional job?<br><br>How did you feel while you were working on the nontraditional job?<br><br>What skills and talents are needed for the job you worked at?<br><br>What skills and talents did you feel you possess to perform well at the job? Which did you feel you lack?<br><br>Are the skills needed for the job things you think you can learn?<br><br>Why do you think the job you chose is considered traditionally male or female? Is this justified? Why, why not? |

HOWIE, DO YOU KNOW WHO BILLIE JEAN KING IS?
SURE, SILLY!
WELL, WHEN I GROW UP, I'M GOING TO BE A TENNIS PLAYER, JUST LIKE HER!
ME, TOO! ME, TOO! I WANNA GROW UP TO BE A PROFESSIONAL TENNIS PLAYER, JUST LIKE BILLIE JEAN KING!
HOWIE! BREAK-THROUGH!
WHAT? WHAT'D I SAY?
A 12

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C. Life Planning

3. Career Exploration

| Goal: To analyze employment and admission applications. |
|---|

*Activity Focus:* Discriminatory Employment Applications (see pp. 225-228)

| FACILITATOR | LEARNER |
|---|---|
| Have learners obtain a copy of an employment application from a company which has jobs they are interested in, or have them use the sample application found on p. 225. Then ask the learners to complete the form as if they were applying for a specific position. | *Discussion:* |
| Have them analyze the application form for questions which may be used for discriminatory purposes or which may be prohibited by law. (See the summary *Questions of Possible Discrimination* pp. 226-228 for additional information.) | What is the purpose of the application process? What is the function of the application form? |
| | Which questions may be discriminatory and/or prohibited by law? |
| | What is the rationale for the prohibition of certain questions? |
| | What changes do you need to make in your application now? |
| *Expansion:* | *Expansion:* |
| Have learners obtain a copy of an application and financial aid form for several post-secondary educational institutions (university, community college, technical college, business school, hair design school, etc.) | What are the similarities and differences in the various application forms? |
| Have learners complete forms as if they were applying for admission to the institutions and applying for financial aid. | How do these compare to the employment application forms? |
| Discuss the various application processes considered. | Are any of the questions asked possibly discriminatory? |

# LEARNER MATERIALS

To be used with *Forced Decision Making to Clarify Values,* p. 41

## VALUES FORCED CHOICE INVENTORY*

Choose the statement in each pair which indicates your preference. Circle the number preceeding it.

1–to plan so that I can be reasonably sure about the future.
12–to be recognized for doing things well.

3–to have knowledge about many things.
5–to have freedom to do things I want to do.

11–to have many desirable possessions.
12–to be recognized for doing things well.

6–to do new and different things often.
11–to have many desirable possessions.

7–to have some close friends.
10–to have things preplanned and organized.

6–to do new and different things often.
8–to spend time with my family.

3–to have knowledge about many things.
9–to do what is right according to my beliefs.

8–to spend time with my family.
10–to have things preplanned and organized.

4–to do things for my family, my friends, and others.
11–to have many desirable possessions.

10–to have things preplanned and organized.
12–to be recognized for doing things well.

2–to have influence with people.
11–to have many desirable possessions.

4–to do things for my family, my friends, and others.
10–to have things preplanned and organized.

2–to have influence with people.
12–to be recognized for doing things well.

4–to do things for my family, my friends and others.
7–to have some close friends.

*Adapted from Hooks, 1975.

To be used with *Forced Decision Making to Clarify Values,* p. 41 (Continued)

5—to have freedom to do things I want to do.
8—to spend time with my family.

2—to have influence with people.
3—to have knowledge about many things.

7—to have some close friends.
8—to spend time with my family.

5—to have freedom to do things I want to do.
12—to be recognized for doing things well.

3—to have knowledge about many things.
11—to have many desirable possessions.

6—to do new and different things often.
12—to be recognized for doing things well.

9—to do what is right according to my beliefs.
12—to be recognized for doing things well.

1—to plan so that I can be reasonably sure about the future.
10—to have things preplanned and organized.

3—to have knowledge about many things.
8—to spend time with my family.

5—to have freedom to do things I want to do.
6—to do new and different things often.

6—to do new and different things often.
10—to have things preplanned and organized.

1—to plan so that I can be reasonably sure about the future.
5—to have freedom to do things I want to do.

3—to have knowledge about many things.
6—to do new and different things often.

[illegible] have freedom to do things I want to do.
[illegible] have some close friends.

10—to have things preplanned and organized.
11—to have many desirable possessions.

2—to have influence with people.
4—to do things for my family, my friends and others.

To be used with *Forced Decision Making to Clarify Values,* p. 41 (Continued)

8–to spend time with my family.
9–to do what is right according to my beliefs.

2–to have influence with people.
10–to have things preplanned and organized.

6–to do new and different things often.
9–to do what is right according to my beliefs.

1–to plan so that I can be reasonably sure about the future.
6–to do new and different things often.

3–to have knowledge about many things.
7–to have some close friends.

7–to have some close friends.
11–to have many desirable possessions.

2–to have influence with people.
7–to have some close friends.

4–to do things for my family, my friends and others.
9–to do what is right according to my beliefs.

5–to have freedom to do things I want to do.
11–to have many desirable possessions.

1–to plan so that I can be reasonably sure about the future.
4–to do things for my family, my friends and others.

8–to spend time with my family.
11–to have many desirable possessions.

1–to plan so that I can be reasonably sure about the future.
7–to have some close friends.

3–to have knowledge about many things.
12–to be recognized for doing things well.

1–to plan so that I can be reasonably sure about the future.
3–to have knowledge about many things.

5–to have freedom to do things I want to do.
9–to do what is right according to my beliefs.

1–to plan so that I can be reasonably sure about the future.
3–to have knowledge about many things.

To be used with *Forced Decision Making to Clarify Values,* p. 41 (Continued)

4—to do things for my family, my friends and others.
12—to be recognized for doing things well.

1—to plan so that I can be reasonably sure about the future.
3—to do what is right according to my beliefs.

7—to have some close friends.
12—to be recognized for doing things well.

8—to spend time with my family.
12—to be recognized for doing things well.

4—to do things for my family, my friends and others.
5—to have freedom to do things I want to do.

9—to do what is right according to my beliefs.
11—to have many desirable possessions.

1—to plan so that I can be reasonably sure about the future.
2—to have influence with people.

9—to do what is right according to my beliefs.
10—to have things preplanned and organized.

6—to do new and different things often.
7—to have some close friends.

4—to do things for my family, my friends and others.
6—to do new and different things often.

2—to have influence with people.
5—to have freedom to do things I want to do.

4—to do things for my family, my friends and others.
8—to spend time with my family.

2—to have influence with people.
9—to do what is right according to my beliefs.

1—to plan so that I can be reasonably sure about the future.
8—to spend time with my family.

5—to have freedom to do things I want to do.
10—to have things preplanned and organized.

7—to have some close friends.
9—to do what is right according to my beliefs.

To be used with *Forced Decision Making to Clarify Values,* p. 41 (Continued)

1–to plan so that I can be reasonably sure about the future.
11–to have many desirable possessions.

3–to have knowledge about many things.
10–to have things preplanned and organized.

2–to have influence with people.
8–to spend time with my family.

3–to have knowledge about many things.
4–to do things for my family, my friends and others.

2–to have influence with people.
6–to do new and different things often.

To be used with *Forced Decision Making to Clarify Values,* p. 41 (Continued)

## SCORING FOR THE VALUES FORCED CHOICE INVENTORY*

1. Count the number of times you circled "1" on the test and insert the number counted in the blank to the left of the first statement below. Do this for each of the items.

2. Rank the items in the column to the right. Assign the number "1" to the item that you circled the most times, the number "2" to the item circled the second highest number of times, etc. In case of a tie, give the items the same rank number, but allow a full number count for each item. For example, if there is a tie on number 3, assign the rank of "3" to both items (which will take up the third and fourth ranking slots) and rank the next item "5."

| *Circled* | | | *Rank* |
|---|---|---|---|
| _____ | To plan so that I can be reasonably sure about the future. | Security | _____ |
| _____ | To have influence with people. | Influence | _____ |
| _____ | To have knowledge about many things. | Knowledge | _____ |
| _____ | To do things for my family, my friends, and others. | Helpfulness/Social Responsibility | _____ |
| _____ | To have freedom to do the things I want to do. | Independence | _____ |
| _____ | To do new and different things often. | Adventure | _____ |
| _____ | To have some close friends. | Companionship/Friendship | _____ |
| _____ | To spend time with my family. | Family Involvement | _____ |
| _____ | To do what is right according to my beliefs. | Moral Judgment/Personal Consistency | _____ |
| _____ | To have things preplanned and organized. | Organization | _____ |
| _____ | To have many desirable possessions. | Money/Wealth | _____ |
| _____ | To be recognized for doing things well. | Recognition/Achievement | _____ |

*Adapted from Hooks, 1975.

To be used with *Sex Role Awareness in Media*, p. 46

## EVALUATION SHEET FOR PRINT MEDIA*

| Male | Female | |
|---|---|---|
| ____ | ____ | Number of main characters |
| ____ | ____ | Number of dominant figures in illustrations |
| | | Number of times children or youth are |
| ____ | ____ | playing actively |
| ____ | ____ | using initiative |
| ____ | ____ | solving problems |
| ____ | ____ | earning money |
| ____ | ____ | receiving recognition |
| ____ | ____ | participating in sports |
| ____ | ____ | being passive |
| ____ | ____ | receiving help |
| ____ | ____ | playing quietly |
| | | Number of times adults are |
| ____ | ____ | working in the home |
| ____ | ____ | working outside the home |
| ____ | ____ | playing with children |
| ____ | ____ | teaching skills |
| ____ | ____ | giving tenderness |
| ____ | ____ | scolding children |

Check the following questions if they are generally true.

____ Do female characters have a variety of choices and a variety of goals?

____ Do the male characters respect the female characters and respond to them as equals?

____ Are women working outside the home? In what capacity?

____ Are there any one-parent families? Families without children?

____ Are men and boys involved in domestic chores?

____ Are boys and men allowed to show emotion?

____ Are females portrayed as adventurous and assertive?

____ Are minority and ethnic group families treated realistically?

____ Are female authors represented?

*This has been adapted from a checklist for elementary textbooks. You may wish to adapt it further or develop a new checklist.

To be used with *Responding to Nontraditional Situations,* p. 49

## NONTRADITIONAL SITUATIONS

### *Men's Statements*

Yesterday I got on the bus carrying several awkward packages, only to find no vacant seats. However, a young woman got up and gave me her seat.

The coach informed the basketball team yesterday that we would have to start sharing our practice hours in the gym with the women's team. That means several days a week we have to practice from 6:00 a.m. to 8:00 a.m.

My sister and brother-in-law gave my three-year-old nephew a baby doll for his birthday.

I have decided that I need to learn how to sew, and I've always wanted to be able to cook more than hot dogs and hamburgers, so I am taking home ec next semester.

There are several women in our FFA organization, in fact one is campaigning to be the state president.

I was surprised to walk into metal shop the other day and see that our student teacher was a woman.

The other day when my father and I were watching an emotionally touching movie, I glanced over and saw a tear running down his cheek.

### *Women's Statements*

A family I babysit for has an unusual lifestyle; the wife has a full-time job and the husband takes care of the house and the children.

I have a friend who is planning on taking over her father's fuel oil business when she graduates, and she eventually wants to buy his gas station.

Since women's sports are receiving more recognition and status, I feel that those who participate should not only be able to earn letters, but should be able to join the letter club.

My brother has decided that preschool children do not have enough interaction with men, so he is starting a male-operated day care center.

In order to attend college, obtain financial aid, and have a secure and exciting future, I have decided to enlist in the ROTC (Reserve Officer Training Corps) program. However, I have heard that women may have to fulfill their obligation in combat areas, just as men do.

I have a friend who has decided that there are so many things she wants to do and so many places she wants to visit, that she does not plan on marrying before the age of 30, if she decides to marry at all.

This morning my car broke down. As I was working on it, some friends drove by and honked. When I saw one of these friends between classes, I asked him why they didn't stop. He replied that I looked like I knew what I was doing and that they only liked to help "damsels in distress."

To be used with *Male/Female/Healthy Adult Characteristics*, p. 51

## BROVERMAN CHARACTERISTIC SCALE*

There are seven spaces representing a scale between each of the following pairs of charactcristics. For each pair, place a check on one of the seven spaces. Make your judgments based on which space best describes individuals you specified at the top of this sheet (Female or Male or Healthy Adult). Use the middle space only if you feel completely neutral or evenly divided.

| | | |
|---|---|---|
| Aggressive | ___ ___ ___ ___ ___ ___ ___ | Nonaggressive |
| Independent | ___ ___ ___ ___ ___ ___ ___ | Dependent |
| Emotional | ___ ___ ___ ___ ___ ___ ___ | Unemotional |
| Subjective | ___ ___ ___ ___ ___ ___ ___ | Objective |
| Submissive | ___ ___ ___ ___ ___ ___ ___ | Dominant |
| Excitable | ___ ___ ___ ___ ___ ___ ___ | Nonexcitable |
| Active | ___ ___ ___ ___ ___ ___ ___ | Passive |
| Competitive | ___ ___ ___ ___ ___ ___ ___ | Noncompetitive |
| Logical | ___ ___ ___ ___ ___ ___ ___ | Illogical |
| Private | ___ ___ ___ ___ ___ ___ ___ | Public |
| Indirect | ___ ___ ___ ___ ___ ___ ___ | Direct |
| Easily Hurt | ___ ___ ___ ___ ___ ___ ___ | Not Easily Hurt |
| Adventurous | ___ ___ ___ ___ ___ ___ ___ | Cautious |
| Always Cries | ___ ___ ___ ___ ___ ___ ___ | Never Cries |
| Leader | ___ ___ ___ ___ ___ ___ ___ | Follower |
| Self-Assured | ___ ___ ___ ___ ___ ___ ___ | Unsure |
| Ambitious | ___ ___ ___ ___ ___ ___ ___ | Nonambitious |
| Idea-Oriented | ___ ___ ___ ___ ___ ___ ___ | Feelings-Oriented |
| Not Appearance-Oriented | ___ ___ ___ ___ ___ ___ ___ | Appearance-Oriented |
| Talkative | ___ ___ ___ ___ ___ ___ ___ | Nontalkative |
| Blunt | ___ ___ ___ ___ ___ ___ ___ | Tactful |
| Insensitive to Others | ___ ___ ___ ___ ___ ___ ___ | Sensitive to Others |
| Neat | ___ ___ ___ ___ ___ ___ ___ | Sloppy |
| Loud | ___ ___ ___ ___ ___ ___ ___ | Quiet |
| Tender | ___ ___ ___ ___ ___ ___ ___ | Tough |

*Broverman, et al., "Sex Role Stereotyping and Clinical Judgements of Mental Health," *Journal of Consulting and Clinical Psychology*. 34 (1970), pp. 1-7. Copyright 1970 by American Psychological Association. Reprinted by permission.

To be used with *Male/Female/Healthy Adult Characteristics*, p. 51 (Continued)

## BROVERMAN SHORT FORM CHARACTERISTIC SCALE*

Optional short form to be used with *Healthy Adult Characteristics.*

There are seven spaces representing a scale between each of the following pairs of characteristics. For each pair, place a check on one of the seven spaces. Make your judgments based on which space best describes individuals you specified at the top of this sheet (Female or Male or Healthy Adult). Use the middle space only if you feel completely neutral or evenly divided.

| | | |
|---|---|---|
| Aggressive | ___ ___ ___ ___ ___ ___ ___ | Nonaggressive |
| Independent | ___ ___ ___ ___ ___ ___ ___ | Dependent |
| Emotional | ___ ___ ___ ___ ___ ___ ___ | Unemotional |
| Subjective | ___ ___ ___ ___ ___ ___ ___ | Objective |
| Submissive | ___ ___ ___ ___ ___ ___ ___ | Dominant |
| Excitable | ___ ___ ___ ___ ___ ___ ___ | Nonexcitable |
| Competitive | ___ ___ ___ ___ ___ ___ ___ | Noncompetitive |
| Easily Hurt | ___ ___ ___ ___ ___ ___ ___ | Not Easily Hurt |
| Adventurous | ___ ___ ___ ___ ___ ___ ___ | Cautious |
| Leader | ___ ___ ___ ___ ___ ___ ___ | Follower |
| Not Appearance-Oriented | ___ ___ ___ ___ ___ ___ ___ | Appearance-Oriented |

## BROVERMAN SCALE – TABULATION PROCEDURE

An averaging procedure will be used. In order to establish a numerical base, each of the seven rating blanks should be assigned a number starting at the left with the number "1" and ending on the right with the number "7." If there are 10 people participating, add the 10 ratings for Healthy Adult aggressive/nonagressive dichotomy and divide the total by 10. Continue this procedure for each dichotomy of the Healthy Adult rating sheet, and follow the same procedure for each dichotomy on the Male and Female rating scales.

IMPORTANT: The numbers that are used to accomplish this procedure and those which represent the results, have *no* value, but only serve to identify a position between each set of characteristics on the nonvalue scale. Comparisons can then be made between each group (Female/Male/Healthy Adult) for each set of characteristics.

*Broverman, et al., "Sex Role Stereotyping and Clinical Judgements of Mental Health," *Journal of Consulting and Clincal Psychology,* 34 (1970), pp. 1-7. Copyright 1970 by American Psychological Association. Reprinted by permission.

To be used with *Androgyny and the Bem Sex Role Inventory*, p. 55.

## X: A FABULOUS CHILD'S STORY*

*By Lois Gould*

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't *mind* the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it *was* an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Jones were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them

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whispered, "There *is* something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual*, the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active. Forget about *dainty* altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In *that* case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual*. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual*, where it said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty—as if the Joneses had snarled at *them*.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little—" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox,

held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a *what*?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their *Instruction Manual* (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of those problems. But nobody could help X with the biggest problem of all—Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes—overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

To be used with *Androgyny and the Bem Sex Role Inventory*, p. 55 (Continued)

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their *Instruction Manual*. Under "Other Children," they found the following message: "What did you Xpect? *Other Children* have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X—you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills *and* girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls—just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet *in* the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum clearner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody *else* mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then *all* the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to

behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

*Nevertheless,* insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the *Instruction Manual.* "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up—or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if—?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if—?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking, What if—? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be *very* hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the *whole* test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered—you could tell he must be very upset—"in my opinion, young X here—"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young *Sssh* here, I mean young X," said the doctor, frowning, "is just about—"

"Just about *what?* Let's have it!" shouted another parent.

". . . just about the *least* mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How *could* X have passed the whole Xamination? Didn't X have an *identity* problem? Wasn't X mixed up at *all?* Wasn't X *any* kind of a misfit? How could it *not* be, when it didn't even *know* what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit—ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what *is* X? shrieked Peggy and Joe's parents. "*We* still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. *"It's a Y!"*

To be used with *Androgyny and the Bem Sex Role Inventory*, p. 55

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## BEM SEX ROLE INVENTORY*

On the following page, you will be shown a large number of personality characteristics. Use those characteristics in order to describe yourself; that is, indicate, on a scale from 1 to 7, how true of you these various characteristics are. Do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly.

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is *sometimes but infrequently true* that you are "sly," *never or almost never true* that you are "malicious," *always or almost always true* that you are "irresponsible," and *often true* that you are "carefree," then you would rate these characteristics as follows:

| | |
|---|---|
| Sly | 3 |
| Malicious | 1 |

| | |
|---|---|
| Irresponsible | 7 |
| Carefree | 5 |

*Bem, S.L. "The Measurement of Psychological Androgyny," *Journal of Consulting & Clinical Psychology*, 42 (1974), pp. 155–162.

To be used with *Androgyny and the Bem Sex Role Inventory*, p. 55 (Continued)

## BEM SEX ROLE INVENTORY

| | | | | | |
|---|---|---|---|---|---|
| Self-reliant | | Reliable | | Warm | |
| Yielding | | Analytical | | Solemn | |
| Helpful | | Sympathetic | | Willing to take a stand | |
| Defends own beliefs | | Jealous | | Tender | |
| Cheerful | | Has leadership abilities | | Friendly | |
| Moody | | Sensitive to the needs of others | | Aggressive | |
| Independent | | Truthful | | Gullible | |
| Shy | | Willing to take risks | | Inefficient | |
| Conscientious | | Understanding | | Acts as a leader | |
| Athletic | | Secretive | | Childlike | |
| Affectionate | | Makes decisions easily | | Adaptable | |
| Theatrical | | Compassionate | | Individualistic | |
| Assertive | | Sincere | | Does not use harsh language | |
| Flatterable | | Self-sufficient | | Unsystematic | |
| Happy | | Eager to soothe hurt feelings | | Competitive | |
| Strong personality | | Conceited | | Loves children | |
| Loyal | | Dominant | | Tactful | |
| Unpredictable | | Soft-spoken | | Ambitious | |
| Forceful | | Likable | | Gentle | |
| Feminine | | Masculine | | Conventional | |

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To be used with *Androgyny and the Bem Sex Role Inventory,* p. 55 (Continued)

## ITEM CLASSIFICATION OF THE BSRI*

| *Masculine items* | *Feminine items* | *Neutral items* |
|---|---|---|
| 49. Acts as a leader | 11. Affectionate | 51. Adaptable |
| 46. Aggressive | 5. Cheerful | 30. Conceited |
| 58. Ambitious | 50. Childlike | 9. Conscientious |
| 22. Analytical | 32. Compassionate | 60. Conventional |
| 13. Assertive | 53. Does not use harsh language | 45. Friendly |
| 10. Athletic | 35. Eager to soothe hurt feelings | 15. Happy |
| 55. Competitive | 20. Feminine | 3. Helpful |
| 4. Defends own beliefs | 14. Flatterable | 18. Inefficient |
| 37. Dominant | 59. Gentle | 24. Jealous |
| 19. Forceful | 47. Gullible | 39. Likable |
| 25. Has leadership abilities | 56. Loves children | 6. Moody |
| 7. Independent | 17. Loyal | 21. Reliable |
| 52. Individualistic | 26. Sensitive to the needs of others | 30. Secretive |
| 31. Makes decisions easily | 8. Shy | 33. Sincere |
| 40. Masculine | 38. Soft-spoken | 42. Solemn |
| 1. Self-reliant | 23. Sympathetic | 57. Tactful |
| 34. Self-sufficient | 44. Tender | 12. Theatrical |
| 16. Strong personality | 29. Understanding | 27. Truthful |
| 43. Willing to take a stand | 41. Warm | 18. Unpredictable |
| 28. Willing to take risks | 2. Yielding | 54. Unsystematic |

*See Step 1 of the scoring procedures.

To be used with *Androgyny and the Bem Sex Role Inventory*, p. 55 (Continued)

## FACILITATOR EXPLANATION OF BSRI – SCORING PROCEDURES

To score the Bem Sex Role Inventory (BSRI):

1) calculate the masculinity and femininity scores for each subject
2) obtain the medians for each of these scores based on the total sample (sexes combined)
3) classify the subjects according to their scores (whether those scores fall above or below each of the two medians)

*Step 1:* The masculinity and femininity scores are simply the averages of each subject's ratings of the masculine and feminine adjectives on the BSRI. That is, a given subject's masculinity score is the average of that subject's rating on the masculine adjectives, and that same subject's femininity score is the average of their ratings on the feminine adjectives. (These 2 scores are independent and each can range from 1 to 7.) The placement of adjectives on the BSRI is as follows:

a) the first adjective and every third one thereafter is masculine
b) the second adjective and every third one thereafter is feminine
c) the third adjective and every third one thereafter is neutral

Probably the easiest way to score each subject's BSRI is to construct two separate scoring "grids," one for masculinity and one for femininity. This can be done by taking two empty BSRI forms and cutting out all those squares which the subjects use for their ratings of the masculine and feminine adjectives, respectively. Scoring then consists of placing either the masculinity or the femininity grid over a given subject's BSRI, counting up the total number of points in the visible squares, and then dividing by the number of ratings which the subject actually made on that grid. This procedure is done twice, once with the masculinity grid and once with the femininity grid.

*Step 2:* Once each subject's masculinity and femininity scores have been calculated, you can then calculate the median masculinity score and the median femininity score for the entire sample of males and females combined. (The median score is the middle score; e.g., in the following grouping of four numbers: 19, 22, 23, 35 – 22.5 is the median.) The median femininity score is that score above which 50% of the femininity scores fall; the median masculinity score is that score above which 50% of the masculinity scores fall. Be sure to consider the scores of both the males and females when calculating these medians. Moreover, if you are dealing with an unequal number of males and females, it would be best if you equalize the numbers statistically by weighting one sex more heavily than the other (i.e., if you have 20 females and 10 males, you can accomplish this by doubling the male results).

*Step 3:* Once the median masculinity and femininity scores have been determined, subjects can be classified using the following chart:

| | | MASCULINITY SCORE | |
|---|---|---|---|
| | | *Above Median* | *Below Median* |
| FEMININITY SCORE | *Above Median* | Androgynous | Feminine |
| | *Below Median* | Masculine | Undifferentiated |

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To be used with *Androgyny and the Bem Sex Role Inventory*, p. 55 (Continued)

Those subjects who score above the masculinity median and below the femininity median are then classified as "masculine"; those who score above the femininity median and below the masculinity median are classified as "feminine"; those who score above both medians are classified as "androgynous"; and those who score below both medians are classified as "undifferentiated."

You may be interested in knowing that the median masculinity and femininity scores for a sample of male and female Stanford undergraduates were 4.89 and 4.76, respectively.

To be used with *Title IX Activities*, pp. 59, 100, 101, 103, 104, 113, 119, 120, 129

# SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

*Title IX of the Education Amendments of 1972 says:*
***"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."***

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise and talent.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for the Improvement of Education.

## GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.)

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

## ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Clelia Steele. Staff: Michael Busch, Ricardo Carbacho, Nancy Dayton, Robin Gordon, Lynda Weston.

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The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

## TREATMENT OF STUDENTS — § 86.31 - 86.42

### General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

### Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

### Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

### Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

### Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

**Athletic scholarships.** An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

**Scholarships for study abroad.** The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

**Single sex scholarships.** An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

### Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

### Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

### Athletics — § 86.41

**General coverage.** The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

**Separate teams and contact sports.** Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

**Equal opportunity.** A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

**Adjustment period.** Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

### Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

## EMPLOYMENT — § 86.51 - 86.61

### General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into

union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

**Fringe benefits — § 86.56**

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

**Marital status and pregnancy — § 86.57**

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

**Effect of state and local laws — § 86.58 and 86.6**

The obligation to comply with this regulation is not precluded by any state or local laws.

## ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81. See also PL 94-482, § 407.

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To be used with *Recording and Comparing Attitudes Toward Men and Women*, p. 60

## ATTITUDE INVENTORY

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. Women with preschool children should not work outside the home. | | | | | |
| 2. The woman should be awarded custody of the children, when a couple is divorced. | | | | | |
| 3. Divorced men should not have to assume support for the children. | | | | | |
| 4. Boys are more intelligent than girls. | | | | | |
| 5. If a working couple buys a house the husband should make the house payments. | | | | | |
| 6. Women are entitled to use their sick leave for maternity leave. | | | | | |
| 7. If a woman works outside the home, she should be responsible for the housework as well. | | | | | |
| 8. I would vote for a woman for President if she were the best candidate. | | | | | |
| 9. Women are less responsible than men. | | | | | |
| 10. It is important for a man to be "masculine" and a woman to be "feminine." | | | | | |
| 11. Men should not cry. | | | | | |
| 12. Money spent on athletics should be evenly divided between boys and girls. | | | | | |
| 13. Both men and women can be good doctors. | | | | | |

To be used with *Recording and Comparing Attitudes Toward Men and Women*, p. 60

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 14. Wives should make less money at their jobs than their husbands. | | | | | |
| 15. Boys should have more education than girls. | | | | | |
| 16. A system should be set up which would enable homemakers to accumulate social security benefits of their own without relying on those accumulated by their spouses. | | | | | |
| 17. Women should not hold jobs on the night shift. | | | | | |
| 18. Men should not do clerical work because they lack the necessary manual dexterity. | | | | | |
| 19. Women can be capable administrators. | | | | | |
| 20. Women should concentrate on finding jobs in the fields of nursing, teaching, clerical and secretarial work since they already possess these types of skills. | | | | | |
| 21. A wife and husband should take turns staying home with a sick child. | | | | | |
| 22. A single man is not capable of taking care of an infant. | | | | | |

To be used with *Myths and Realities - Women in the Work Force,* p. 62

## MYTH AND REALITY OPINIONNAIRE*

| AGREE | DISAGREE | |
|---|---|---|
| _____ | _____ | 1. A woman's place is in the home. |
| _____ | _____ | 2. Women aren't seriously attached to the labor force; they work only for extra pocket money. |
| _____ | _____ | 3. Women use sick leave more than male workers; therefore, they cost the company more. |
| _____ | _____ | 4. Women don't work outside the home as long or as regularly as men; therefore, their training and education is often wasted. |
| _____ | _____ | 5. When women work outside the home, they deprive men of job opportunities. |
| _____ | _____ | 6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs." |
| _____ | _____ | 7. Most women don't want on-the-job responsibility; they would prefer not to have promotions or job changes which add to their work load. |
| _____ | _____ | 8. Children of mothers who work outside the home are more likely to become juvenile delinquents. |
| _____ | _____ | 9. Men don't like to work for women supervisors. |
| _____ | _____ | 10. Median earnings of women working full time year-around are about 57% of those earned by men. |
| _____ | _____ | 11. White women earn more than non-white men. |
| _____ | _____ | 12. Women have a higher turnover rate than men because they get married and stop working outside the home. |
| _____ | _____ | 13. A typical American family consists of a husband who works outside the home, a wife who is a homemaker, and two children. |

*Adapted from U.S. Department of Labor, 1974.

To be used with *Myths and Realities—Women in the Work Force*, p. 62 (Continued)

## REALITIES OF WOMEN AND WORK

1. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor saving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 women will work outside the home at some time in their lives.*

2. Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, separated, or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000 (the Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972).*

3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.* Some of the small difference could be attributed to the fact that it is the woman who usually stays home with children who are ill.

4. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of separation per 100 employees were 4.4 for men and 5.2 for women. The more education a woman has, the more likely she is to work.*

5. There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.*

6. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as "women's" and others as "men's." In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.*

7. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs; another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.*

*U.S. Department of Labor, 1974.

To be used with *Myths and Realities—Women in the Work Force,* p. 62 (Continued)

8. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed outside the home does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. Also a main factor in being a "good" mother is whether her satisfaction is derived from working inside the home or working outside the home.*

9. Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaulation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.*

10. 1973 statistics report median salary for men is $11,468 and for women is $6,488. There are also other less obvious forms of discrimination in hiring, benefits, promotions, and attitudes.‡

11. The median annual wages (based on 1973 statistics‡) demonstrate that women, regardless of race, are the lowest paid workers.

| | |
|---|---|
| White Males | $11,633 |
| Minority Males | $ 8,363 |
| White Females | $ 6,544 |
| Minority Females | $ 5,772 |

12. Numerous studies have found that turnover and absenteeism were more related to the level of job rather than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.†

13. According to Bureau of Labor Statistics figures, well over half of the 47.3 million husband-wife families in March 1976 were "multi-earner" families in 1975. "The concept of a family where the husband is the only breadwinner, the wife is the homemaker out of the labor force, and [where] there are two children may be a useful one for many illustrative purposes," comments the Women's Bureau, "but it does not represent the typical American Family of the mid-1970's. Among husband-wife families in 1975, *only 7 out of 100 fit this description.*"**

*U.S. Department of Labor, 1974.
‡U.S. Department of Labor, 1975.
†Educational Challenges, 1974.
**Association of American Colleges, 1977.

To be used with *Myths and Realities—Women in the Work Force,* p. 62 (Continued)

## PROPOSED LEGISLATION (95TH CONGRESS)

The Displaced Homemakers Act (H.R. 8742 and H.R. 10270) is specifically designed to meet the employment needs of recently widowed or divorced women. The bill provides funding for supportive programs and services to enable these women to re-enter the job market.

The Flex-Time Bill (H.R. 7814) will permit government employees to work nontraditional hours, thus enabling them more adequately to combine family and employment responsibilities.

The Part-Time Career Opportunity Act (H.R. 10126) will require the Federal Government to make 10% of its jobs available to people desiring to work part time, with fringe benefits available on a prorated basis. Women desiring to combine family and careers and handicapped and older people desiring to work less but not retire, will particularly benefit through this proposal.

To be used with *The Value of Housework*, p. 63 and *Homemaking—The Unpaid Occupation*, p. 143

# THE VALUE OF HOUSEWORK

## $ FOR LOVE OR MONEY? $

This may sound like a want ad from the *Dark Age Daily Mail*, but, in fact, it is a fairly accurate description of the job currently held by about 30 million American women, women usually classified as "nonworking," "married, not in the labor force," or simply "housewife." All together, these women outnumber the country's blue collar workers. According to economists at the Chase Manhattan Bank, housewives are doing gratis work worth at least $257.53 a week on the current labor market, and they are performing a dozen or so tasks, any one of which, outside the home, would be an independent profession with its own salary. (See chart.)

**Help Wanted**

REQUIREMENTS: Intelligence, good health, energy, patience, sociability, skills: at least 12 different occupations. HOURS: 99.6 per week. SALARY: None. HOLIDAYS: None (will be required to remain on-stand-by 24 hours a day, seven days a week). OPPORTUNITIES FOR ADVANCEMENT: None (limited transferability of skills acquired on the job). JOB SECURITY: None (trend is toward more layoffs, particularly as employee approaches middle age. Severance pay will depend on the discretion of the employer). FRINGE BENEFITS: Food, clothing, and shelter generally provided, but any additional bonuses will depend on financial standing and good nature of the employer. No health, medical, or accident insurance; no Social Security or pension plan.

Chase's calculations don't even include some of the most important tasks performed by women who work at home. Aside from their daily "jobs," they act as teachers for their children and as hostesses and frequently secretaries for their husbands. And tying all these roles together, balancing time and allocating energies, is a managerial skill that, according to one economist, is equivalent to the functions performed by an independent entrepreneur of a small fairly complex business.

In fact, if the job weren't considered "woman's work," there is little doubt that its challenges, its variety, and its flexibility would appeal to many men. For many individuals, these rewards more than outweigh the long hours —sometimes 13 to 14 hours per day—and the hard, often routine work. But what man would want a position that guarantees no independent income, no Social Security, not even a living wage? And worse, which has, in this male-dominated culture, in spite of all propaganda to the contrary, almost no status at all?

For the truth is, although the housewife may take justifiable pride in the home she works so hard to maintain, housework is not viewed as dignified or respected employment. The housewife is the subject of endless jokes and social put-downs, she is patronized, condescended to, and considered unemployed. All too often, the woman who has chosen to be a housewife and stays home with her children is looked upon as lazy, untalented, or someone who "doesn't really work."

If you doubt the validity of such definitions, look at the current edition of Funk & Wagnalls A "housewife," the dictionary proclaims, is one "who does not work for a living." How many men—and women themselves—fall into that mental trap? "My wife doesn't work," the businessman tells his friends. "Are you working, or are you a housewife?" the traffic cop asks the woman he stops for speeding. "I'm not working. I'm just a housewife," murmur countless women in reply to an occupational question. One woman became so accustomed to denigrating her daily toil that, when asked "What do you do?," she found herself answering, "My husband's an engineer."

It may be that, lurking beneath all these insults, is the primeval image of the Woman Reclining—the lazy, blowsy and drowsy female of fantasy, amusing herself with her chocolates and her cats until the master returns at day's end. Or maybe it is just the depressingly tenacious prejudice described by sociologist Helen Lopata, that "women and the lower classes cannot be trusted to use leisure well." But whatever its source, the widespread denial of the housewife's contributions to the household and the economy is especially ironic, since, historically, all major economic transactions have taken place within the home.

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Ms Magazine, July 1972

# By Ann Crittenden Scott

The very word economy is derived from the Greek word *oikonomia,* which means "management of a household or a family." Construction, agriculture, insurance, education, manufacturing, services, entertainment—all were originally carried on within the tribe or extended family, and largely by women. Even today, although the greater part of production has moved outside the home, the wife is still largely responsible for the most important of its traditional tasks: raising the children, feeding the family, and maintaining the living quarters.

Yet not a bit of this activity is registered as part of the nation's output of goods and services. The labor of the man who sells soap is included in the Gross National Product, but not that of the woman who uses it. When a taxi driver takes a traveler to the airport, it's a gain in the national accounts; when his wife drives him, it's no sale.

Some economists maintain that housewives' services are excluded from the GNP because it is impossible to impute a value to them; but a number of other nonmarket items are figured into the accounts—the value of agricultural commodities produced and consumed by a family, for instance, or the value of owner-occupied dwellings. Although it might not be easy to set a price for unpaid housework, it would surely be within the capability of interested economists. And it might help correct the impression that those 30 million Americans are living off the fat of the land.

According to Gardner Ackley, Chairman of the President's Council of Economic Advisers under President Johnson, the "failure to recognize the value of these productive services is a source of serious bias in the national product." Under the existing method of accounting, for example, every time a woman leaves home to take a job, the move is counted as an addition to the GNP, instead of simply a shift in the type of work being done. Since more women have been entering the job market in recent years, this makes the GNP look as though it is growing faster than it really is. Conversely, by leaving housework out of the GNP, economists have vastly underestimated the total amount of productive work being done. By one calculation, housewives' services probably amount to about one-fourth of the current level of GNP, or $250 billion—and that's not even counting all the unpaid volunteer work that women perform for hospitals, charities, political candidates, and other worthy causes.

Almost 20 years ago a sociologist named Theodore Caplow suggested some of the reasons why housework was given such short shrift in our society. He pointed out that in contrast to the rest of our highly specialized, rationalized economy, it is informal, unstructured, and diffuse. In a society which places a premium on credentials, it demands no formal training and imposes no standards of performance. With democratic impartiality, it admits morons and geniuses, 15-year-olds and 80-year-olds alike. In a country which considers personal service demeaning, specially because minorities have historically filled such jobs, many of the duties of the housewife are the same as the tedious, repetitive tasks performed by domestic servants. And while janitors and garbage men may not be respected, they still stand higher on the ladder of prestige than maids, and they certainly get paid a great deal more, which brings us to another crucial part of the problem.

One of the main reasons the housewife's bearing and caring for children, her cooking, cleaning, chauffeuring, and shopping are scoffed at, ignored, or taken for granted, is because it is work being done by a woman. Men who cook are chefs; women are just cooks. Men who handle finances are accountants; women are simply bookkeepers. Men who plan and order supplies are purchasing agents; women who do the same are only consumers. Not so long ago when men were secretaries and bank tellers, the jobs were the training grounds for executive positions. When performed by women, those tasks are likely to be dead-end jobs.

An explicit downgrading of the work done by women is found in the *Dictionary of Occupational Titles,* a Labor Department publication that defines some 22,000 occupations and serves as a standard reference for government and industry. Each occupation is rated on a skill scale from a high of 1 to a low of 887. Listed at the 878 level are homemakers, foster mothers, child-care attendants, home health aides, nursery school teachers, and practical nurses. A marine mammal handler, on the other hand, has a ranking of 328, a hotel clerk 368, and a barber 371. Obviously, "woman's work" doesn't measure up. Ultimately, the only way to achieve any real equality between the sexes is to abolish sex roles altogether; to put an end to woman's work and man's work, and to develop the concept and value of human work.

One way to achieve this might come from making marriage a true partnership, legally and financially, as well as personally. Both partners, for example, should have equal rights to all income and property acquired during marriage, as well as to its management and control. If one partner works outside the home, then half of his or her salary should by law belong to the other party, and the partners could decide between themselves how the household expenses should be handled.

"Marriage is a partnership," says one Louisiana friend of mine with two small children, a writer husband, and a singing career behind her. "The money isn't *his* money, it's to keep the establishment going. Ideally, you should be able to split all the expenses down the middle, divide what's left over, and each get your share."

Another proposal giving credence to the idea of equality between the sexes would have the law assure the wife a salary for the housework she performs. This salary would reflect the value of her individual services, what she could be earning in the labor market, or the official minimum wage. She could receive a percentage of her husband's salary to be paid by him or paid directly by his employer in the same way as the military sends allotment checks to the wives of servicemen who are stationed overseas. If she is paid by her husband, her salary would not be subject to tax, since it was already taxed once when the

# For Love or Money? By Ann Crittenden Scott

husband received it. Since the husband would in fact be the "employer," he would be expected to pay the basic household expenses of food, clothing, and shelter, allowing his wife to spend her salary as she chose, on her own personal needs, on her family, savings, or investment. If she worked outside the home and did all the housework, too, she would get paid for both jobs. If a husband and wife each did half of the housework, they would receive no household salary, or they could split a salary. A husband who refused to pay his wife for housework could be taken to domestic court for a determination of her proper salary.

"It's not just the money," argues one Connecticut housewife who supports this idea. "It's what it would mean psychologically. It would put a value on your work and make it clear that you've earned part of the family salary—that he's not just *giving* it to you. Because he couldn't do the job he does if you weren't backing him up at home, cooking, cleaning up, washing, running errands, shopping, entertaining, and all that."

Another hardworking wife speculated that it might be an end to all those comments like, "I gave you my check, now what did you do with it?" or "Where does all my money go?" or "Sure, I own you; I pay all the bills, don't I?" In addition, she said, "The wife would have a little more independence and leverage. She might not feel that she has to plead or play up to her husband or use devices or play games just to get a new dishwasher. I think it would improve most marriages."

Admittedly, few housewives today have to resort to the sort of wheedling tactics employed by ladies a few decades ago. But many women do still have to ask, over and over again, for money to run their households, and many others often hesitate to spend "family money" on themselves or feel guilty when they do, even though their husbands may have no such qualms about their own personal purchases. Even the woman who enjoys an equal or dominant voice in domestic financial matters often resents the knowledge that she is, in fact, totally dependent on her husband's wallet, and occasionally overspends just to punish him for keeping her in this dependent state. A regular personal income might help alleviate that sense of inferiority by reminding both parties that the wife has made a measurable contribution to the family's fortunes. And that she, like her husband, has earned a salary that is hers and hers alone, not to be asked for or accounted for, but payment for a vitally important job.

Still, the idea of a salary for housewives arouses strong opposition—and sometimes among housewives themselves. Many feel that they receive payment enough in the love and affection from their families. "No amount of money could make you do some of the things you have to do," says one Dallas suburbanite. "You only do it for love." Others resent the notion of trying to place a crass, monetary value on that labor of love. "How could you place a value on some of the functions of mothering, of being there when people need you, of making sure that everything in the household happens smoothly and on time?" asks New York economist Alfred Eichner. "It wouldn't be a realistic exercise. What makes a household a home is people sacrificing themselves. No money could buy a comparable commitment, just as money can't buy a good soldier."

That may be, but because a service is invaluable seems a poor reason to turn it into servitude, and it's a little late to be romanticizing a housewife's martyrdom on the altar of love. Elizabeth Janeway, in her book, *Man's World, Woman's Place*, has some astute things to say about the dangers of being paid in emotional capital alone. As she sees it, women who work at home have no objective means of judging their own value or skills. They must become "managers of emotions," in Kenneth Keniston's phrase, who keep their successes on a private and personal level, and live vicariously on the praise and success of others. The situation can all too often turn normal family encounters into opportunities for emotional manipulation and blackmail.

A more practical argument against salaries for housework is simply this: in most families, after all the basic bills are paid, there is no money left over for a salary for anybody. A household wage might therefore benefit only the more affluent wives. And many feminists worry that the idea would only reinforce the association of housework with "woman's work," and make the eventual goal of abolishing sex roles more difficult than ever to achieve. "The husband would just be employing his wife as a servant," complains one activist, "and who wants that?"

Some advocates overcome this objection by suggesting that the salary need not be actually paid unless the marriage is dissolved. At that time the wife's "back wages" could be awarded to her as a sort of "severance pay." Others have suggested that the portion of the family income allotted to the wife as salary be used to buy an annuity or pension, payable if the marriage went aground—a sort of forced savings against the possibility of divorce. And in that event, instead of receiving alimony, with all its connotations of charity, the wife would receive accrued income, or reparations, for the labor she had put into the job of marriage. The New York Chapter of NOW is extending that idea by pushing for family insurance. In cases of divorce, such an insurance policy would guarantee the homeworking wife an income, determined by number of children and length of marriage.

Today, housewives still don't enjoy basic rights and safeguards that workers in factories and offices have long taken for granted. "The rights to support of women and children are much more limited than is generally known," stated a recent report by the Labor Department. "A married woman living with her husband can, in practice, only get what he chooses to give her." In all but eight states, for example, a husband's earnings are his separate personal property and his wife has no legal claim on them, or on any property accumulated in his name. Nor does she have any right to compensation for the labor she may have put into the marriage. He can make and spend his own money, build up his own estate, without her participation or knowledge of what is happening.

Another way for a housewife to collect her well-earned salary might be to place housework in the category of jobs covered by the Social Security system. A similar proposal was recently made by the West German government, after a poll revealed that 86 percent of the population was in favor of housewives receiving their own pension. Under the proposed law, all houseworkers would register for Social Security as individuals, so that they could take their own pensions into marriage, and out of it again if divorce occurred. Whatever their work pattern, they could collect a full pension. During marriage, if the houseworker had no other income, the other spouse would contribute to the plan for both. In justifying the proposed change, the West German government declared that "to be a housewife is a full job . . . as much a career as any other. . . . Economists agree that the work done at home contributes to the family income, for if it were done professionally, unmanageable costs would be added to the household's budget."

The inequities of the current Social Security system in the United States are a result of the fact that housewives are considered "nonworking" women. Because the system is based on contributions from employer and employee, and she has neither employer nor salary, she gets no benefits from the system except Medicare. Everything is dependent on her husband's pension. If she is widowed and at least 62, she receives only 82½ percent of the benefits he had earned. If she is divorced, she receives nothing unless she was married at least 20 years and can show that he is contributing or was ordered to contribute to her support. And if she has worked outside the home for a time, as most women do, she must choose, upon retirement, either her own benefit or half of her husband's, whichever is larger. She can't receive both, even though both have been earned. That means the government benefits from their marriage by retaining more cash than it would have done had this man and woman remained single.

There has been some agitation in Congress to correct these inequities in the Social Security system, but virtually no initiatives have been taken to grant women full pensions, or any kind of salaries for housework.

But, in an unorganized way, things are changing. At least 50 percent of American women 18 years and over (and almost 40 percent of women with children under 18) are in the labor force, and who-knows-how-many men are in the kitchen. The growth of child-care centers and businesses supplying household services also suggests a new fate for housework in the future. But these trends are not change enough.

Nothing will be enough until the working woman—wherever she works—is free to earn a living in any way that she chooses. "Occupation: Houseworker" is a viable and respectable choice for anyone, male or female, provided it is treated as such, socially and economically. If it were, the houseworker could at last be recognized as a professional member of the American labor force, paid for her or his labor, time, and skills.

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# WOMAN'S WORK

| JOB | HOURS PER WEEK | RATE PER HOUR | VALUE PER WEEK | JOB | HOURS PER WEEK | RATE PER HOUR | VALUE PER WEEK |
|---|---|---|---|---|---|---|---|
| Nursemaid | 44.5 | $2.00 | $89.00 | Laundress | 5.9 | $2.50 | $14.75 |
| Dietitian | 1.2 | 4.50 | 5.40 | Seamstress | 1.3 | 3.25 | 4.22 |
| Food buyer | 3.3 | 3.50 | 11.55 | Practical nurse | .6 | 3.75 | 2.25 |
| Cook | 13.1 | 3.25 | 42.58 | Maintenance man | 1.7 | 3.00 | 5.10 |
| Dishwasher | 6.2 | 2.00 | 12.40 | Gardener | 2.3 | 3.00 | 6.90 |
| Housekeeper | 17.5 | 3.25 | 56.88 | Chauffeur | 2.0 | 3.25 | 6.50 |
| *Considerably more than what 83.8 percent of all American workers were able to earn in 1970 | | | | | | TOTAL | $257.53 or $13,391.56 a year* |

Chase Manhattan Bank 1972

To be used with *Literature Study 3—Women's Roles in Literature,* p. 68

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To be used with *Rating Presented Activities,* p. 75

## INTEREST SURVEY*

Quickly score the following activities with a "↑" for enjoy and a "↓" for dislike. It is not necessary that you have these skills, just consider whether you think you would enjoy doing the following:

____ 1. building rocket models
____ 2. taking a math course
____ 3. making sketches or painting
____ 4. participating in group activities
____ 5. writing letters
____ 6. counseling at a camp
____ 7. reading about special subjects
____ 8. giving talks
____ 9. attending plays
____ 10. taking care of children
____ 11. serving as a president of an organization
____ 12. cooking a favorite meal
____ 13. fixing mechanical things
____ 14. playing a musical instrument
____ 15. writing a report
____ 16. reading or writing poetry
____ 17. helping others with their personal problems
____ 18. meeting knowledgeable people
____ 19. playing chess
____ 20. working in a hospital laboratory
____ 21. directing the activities of others
____ 22. following a work plan organized by your supervisor
____ 23. playing a team sport
____ 24. computing income taxes
____ 25. planting a garden
____ 26. vacuuming a rug
____ 27. working math puzzles
____ 28. decorating your bedroom
____ 29. creating something with a sewing machine
____ 30. stocking shelves in a store
____ 31. waiting on people in a store
____ 32. reading stories to children
____ 33. going on a family picnic
____ 34. working crossword puzzles
____ 35. budgeting money
____ 36. building birdhouses
____ 37. doing research
____ 38. cleaning a closet
____ 39. making new friends
____ 40. writing advertising copy
____ 41. doing carpentry work
____ 42. working as an accountant
____ 43. working as a forest ranger
____ 44. planning a family vacation
____ 45. doing television repair work

*Adapted from Hooks, 1975.

To be used with *Rating Presented Activities,* p. 75 (Continued)

## INTEREST SURVEY – TABULATION PROCEDURE*

Using the key provided, note "Data, People, or Thing" (D, P, or T) in front of the appropriate items on the previous page. In some of the cases it appears that the items could be classified in more than one of these categories, however they have been keyed to the category which best describes the main content of the activity.

*Interest Survey Key*

DATA: 2, 5, 7, 15, 16, 19, 20, 24, 27, 28, 34, 35, 37, 42, 44

PEOPLE: 4, 6, 8, 9, 10, 11, 17, 18, 21, 22, 23, 31, 33, 39, 43

THINGS: 1, 3, 12, 13, 14, 22, 25, 26, 29, 30, 36, 38, 40, 41, 45

Next add up the "Data" items which were marked "↑," and record the score by circling this number on the Data Scale. Do the same for "People" and "Thing" items.

*Tabulation Scale*

D 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

P 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

T 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

*Adapted from Hooks, 1975.

To be used with *Personal Decision Making Strategies,* p. 83

## PRACTICE STRATEGIES WORKSHEET

Decision situation: Two of your best friends are running for Student Council. Both will want you to vote for them. One has a great personality and is a hard worker. The other has some terrific ideas for the council which she has shared with you; she is very shy, however.

What do you do?

Using the decision making strategies, you might make your decision in one of the following ways:

1. *Immediate strategy:* You decide to vote for the first friend that asks you to vote for them.

2. *Instinctive strategy:* You have a hunch that one friend will do a better job on the council so you decide to vote for that one.

3. *Wishful strategy:* You wish you could vote for both since both are friends. Since you can't vote twice, you decide not to vote at all.

4. *Planned strategy:* You talk to both friends about their ideas for the council to determine which one best represents your views. You then decide which one will present the best ideas and will be most effective as a council representative.

5. *Risk-free strategy:* You decide that since you cannot vote for both friends, the best way to keep both as friends is to tell each that you voted for them. Neither will ask the other, so you are safe and will keep the friendship of both.

6. *Avoidance strategy:* You decide that since you cannot vote for both friends you will pretend to be sick the day of the elections so you will not vote for either one.

7. *Overwhelmed strategy:* After you have talked to each of your friends about their views and their strategies for the Student Council, you are so confused that you cannot make a decision at all. You go out of the voting booth without voting at all.

8. *Fate strategy:* You put off deciding as long as you can. The last day of voting it is clear who is going to win anyway. Since it will not make any difference how you vote, you vote for the one who is winning.

9. *Passive strategy:* You agree with a third friend that you will vote for whoever is selected by the "crowd." You let the "crowd" make the decision for you.

10. *Postponement strategy:* You put off deciding since you do not want to hurt anyone's feelings. You put it off so long that you "forget" to vote.

To be used with *Personal Decision Making Strategies,* p. 83
*Student Dilemma,* p. 86
*Fall-Out Shelter Game,* p. 94
*Values Conflict Resolution,* p. 99

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## DECISION MAKING STRATEGIES

Individual decision making strategies can be grouped into three categories:

Spontaneous decision making:

1) *Immediate strategy:* You don't think a long time about the decision or the options available. You just take or choose the first alternative that occurs to you.

2) *Instinctive strategy:* You "feel" that one of the options is the best one without studying it or looking for relevant information. You base your decision on a hunch or on intuition.

3) *Wishful strategy:* You select the most attractive or most wanted option without considering the risks or consequences. You only have to know what decision you want to make since you do not analyze the various options first.

Deliberate decision making:

4) *Planned strategy:* You use a logical method to make a decision. You collect all the available information, and decide by weighing the facts.

5) *Risk-free strategy:* You make a decision which is most likely to be successful. It may not be the "best" decision, but it would be a safe decision.

6) *Avoidance strategy:* You decide by choosing an option that avoids the worst results. You choose anything except the option you think is the worst.

7) *Overwhelmed strategy:* You get so lost in all of the available information, you are unable to make an effective decision. Overwhelmed with analyzing all of the options, you become too confused to make a deliberate decision.

Delayed decision making:

8) *Fate strategy:* You put off making the decision and let external events control the decision. You leave the decision up to fate.

9) *Passive strategy:* You let someone else decide for you. You only carry out or accept the decision.

10) *Postponement strategy:* You postpone making a decision by refusing to think about it or by not acting. In effect you make a decision by not deciding.

To be used with *Personal Decision Making Strategies,* p. 83 (Continued)
*Student Dilemma,* p. 86
*Fall-Out Shelter Game,* p. 94
*Values Conflict Resolutions,* p. 99

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Group decision making strategies can also be grouped into three categories:

1) *Democratic:* This process involves a decision made by the majority of the group. The majority level (for example, 51% or a 2/3 vote) may vary. Averaging is a semi democratic method.

2) *Consensus:* This process involves getting a unanimous or total agreement for the decision. There may be persuasive attempts to generate this unanimous decision.

3) *Chance:* This process involves relying on outside methods of chance for decision making such as drawing straws, flipping a coin, or throwing dice.

To be used with *Self-Assessment of Decision Making,* p. 84

## SELF-ASSESSMENT/DECISION MAKING

For each of the following statements, identify how you view decision making. To the side of each statement are spaces showing a range of agreement or disagreement. Place an "X" in the space that most closely corresponds to your opinion.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. I need to make my own decisions. | | | | | |
| 2. I try to identify as many options as I can for most decisions I make. | | | | | |
| 3. I feel I am flexible enough to make changes in my decisions if necessary. | | | | | |
| 4. Decision making involves taking risks. | | | | | |
| 5. I feel I am successful in making decisions. | | | | | |
| 6. When making a decision, I try to consider the effects my decision may have on others. | | | | | |
| 7. I like investigating a problem or decision. | | | | | |
| 8. After I have made a decision and acted on it, I usually feel satisfied with it. | | | | | |
| 9. Generally I understand why a decision needs to be made. | | | | | |
| 10. Generally I feel I directly control the decisions I make and those that influence me. | | | | | |

To be used with *Goal Setting—Identification and Evaluation of Goals*, p. 87

## GUIDELINES FOR SETTING GOALS

The goal should be:

| | |
|---|---|
| CONCEIVABLE: | It can be put into words. |
| ACCEPTABLE: | It appears to be appropriate to your values. |
| ATTAINABLE: | It can be accomplished using a plan of action. |
| MANAGEABLE: | You have direct control over the achievement of the goal; it does not depend on others. |
| ASSESSABLE: | There is some sort of record keeping and a method for assessment. |
| DESIRABLE: | It is something you really want to do. |
| GROWTH PRODUCING: | It encourages positive self-development and change. |

To be used with *Goal Setting—Identification and Evaluation of Goals,* p. 87 (Continued)

## ACTION PLAN

Goal: _____

_____

List the steps necessary to accomplish the goal: Dates the steps will be completed:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Final date goal is to be accomplished: _____

Identify who will be helpful in accomplishing the goal:

My Learning Partner is: _____

To be used with *Goal Setting—Identification and Evaluation of Goals*, p. 87 (Continued)

## EVALUATION MODEL

| Yes | | No |
|---|---|---|
| ____ | I accomplished my goal. | ____ |
| ____ | I have not completed work on my goal but am still working to accomplish it. | ____ |
| ____ | I was not successful in accomplishing my goal. | ____ |
| ____ | The goal was inappropriate and did not satisfy the guidelines developed by the class. | ____ |
| ____ | The goal was appropriate, but the action plan was not adequate. | ____ |
| ____ | The goal and action plan were appropriate, but I did not follow through adequately. | ____ |
| ____ | I am satisfied with the results. | ____ |
| ____ | I am satisfied with my efforts to achieve the goal. | ____ |

To be used with *Job Selection Decision*, p. 91

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## JOB SELECTION DECISIONS

*Decision 1:* No Information

With no additional information, what do you decide now?

___To take the shrouder job
___To take the tabber job
___To wait two weeks to apply for the other jobs

What are the reasons for your decision?

*Decision 2:* Information Selection Decision

You are able to select only three items of information from the following (circle three):

a. Salary level for shrouder
b. Salary level for tabber
c. Names of the two jobs available in two weeks
d. Duties of shrouder
e. Duties of tabber
f. Working conditions of shrouder
g. Working conditions of tabber
h. Salary level for first job in two weeks
i. Salary level for second job in two weeks
j. Duties of first job in two weeks
k. Duties of second job in two weeks
l. Kind of people you will be working with as shrouder
m. Kind of people you will be working with as tabber
n. Requirements of first two jobs (shrouder and tabber)
o. Requirements of second two jobs (in two weeks)

What are your reasons for selecting these items?

Read the three information items you selected from the *Job Information Cards* (see p. 199).

*Decision 3:* Incomplete Information Decision

After reading the information, what did you decide?

___To take the shrouder job
___To take the tabber job
___To wait two weeks to apply for the other jobs

What are the reasons for your decision?

To be used with *Job Selection Decision,* p. 91 (Continued)

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*Decision 4:* Complete Information Decision

Read all the *Job Information Cards.*

Decide again:

___To take the shrouder job
___To take the tabber job
___To apply for the first job in two weeks
___To apply for the second job in two weeks

What pieces of information were the most helpful in making your decision?

To be used with *Job Selection Decision,* p. 91 (Continued)

## JOB INFORMATION CARDS

Each piece of information should be placed on a small index card. Place the card title on one side, and the information on the other.

| CARD TITLE | CARD INFORMATION |
|---|---|
| A. Salary level of shrouder | A. High |
| B. Salary level of tabber | B. Low |
| C. Names of two jobs in two weeks | C. Tax clerk and rail-tractor operator |
| D. Duties of shrouder | D. Work in meat processing; cover meat with cloth to protect it during storage and shipment; slide meat along conveyor and record weight of meat |
| E. Duties of tabber | E. Making heading cards for index filecards; place letter identification tags in guide slots of the heading cards |
| F. Working conditions of shrouder | F. Inside, 8-hour day, hard labor, messy work environment |
| G. Working conditions of tabber | G. Inside, 8-hour day, clean plant, easy work |
| H. Salary level of first job in two weeks | H. Medium |
| I. Salary level of second job in two weeks | I. High |
| J. Duties of first job in two weeks | J. Computes taxes on products produced or on sales transacted; keeps records of tax amounts due and paid |
| K. Duties of second job in two weeks | K. Drives electric rail car; moves control levers to position railcar; delivers materials to work sites |
| L. Kind of people you will be working with as a shrouder | L. Mostly men, unskilled laborers, ages 20–50 |
| M. Kind of people you will be working with as a tabber | M. Mostly women, skilled laborers, ages 30–50 |
| N. Requirements of first two jobs, shrouder and tabber | N. *Shrouder:* Males preferred; strong; hard workers; ability to work on assembly line<br>*Tabber:* Females preferred; good with details; good manual skills |
| O. Requirements of other two jobs in two weeks | O. *First job:* Male or female; good math skills; good with details<br>*Second job:* Males preferred; strong, hard workers, ability to work alone |

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97

## "WHEN I GROW UP I'M GOING TO BE MARRIED"*

*Purpose of the Game:* When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. It is true that female learners may marry; however most of those who do will work outside the home, and many of these marriages will end in separation, in divorce, or by the death of the male partner. In addition to this, there is a growing number of women who are not marrying. At the same time most male learners will work in whatever field they choose; however many will become husbands and fathers, and will have responsibilities involving these roles.

The purpose of this activity is to raise awareness in both female and male learners about the roles, responsibilities, decisions, and unexpected life-altering incidents they will have to deal with in their lives.

*Instructions:* The activity contains 10 female and 10 male profiles. These profiles can be used in three different situations. They can be used in a mixed group where the female profiles will be matched with female learners and the male profiles will be matched with male learners, or they can be used in all-male or all-female groups. For the most effective learning experience, the profiles should always be matched to a learner of the same sex as the profile. The purpose of this activity is to raise awareness of the possibilities in the learner's life; crossing over and exploring the profiles of the other sex can be informative, but it is most important to explore what may happen in their own lives as males or females.

The female profiles are numbered and the male profiles are lettered. Before these are distributed they should be folded and secured (stapled, taped, etc.) so that *only* the profile facts are showing. These profile facts inform the learner about their assumed lifespan, marital and parental status, and educational level. The learners are then asked to respond individually to these by describing what their future situation may be. They can do this by combining their personal aspirations and plans with this given situation.

When each learner has described their situation, the second phase begins by having each individual uncover their chance factors and respond to these changes. The group can help each individual think of various ways they could deal with the situation created by the chance factors. Discussion of child care, money problems, furthering education, etc.,will be enhanced by total group discussion.

After the problem has been dealt with, the group can be asked to discuss how early planning or action might have prevented the problem or prepared the learner for the chance factors.

*Adapted from and reprinted by permission of the State of California Advisory Commission on the Status of Women, not dated.

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 1*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 1*

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children's education, and wanting to buy a home, one salary just will not do it.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 2*

You live to be 75 years old.

You marry and have children.

You complete four years of college before marriage.

Your present occupational choice is:

*Chance Factors 2*

You "fall into" a dream job soon after graduation from college and two years later meet and marry a young man with a promising future in a field different from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top, your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered a directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 3*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 3*

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are grown. You don't want just to sit home for another 35 years.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 4*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 4*

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have three children. Your husband is assigned to emergency repair work in remote places—is home less and less. He starts seeing other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as spousal support) and child support, but it is not enough to live on and there is very little community property—just clothing and furniture.

How can you cope?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 5*

You live to be 75 years old.

You marry and have children.

You complete two years of college before marriage.

Your present occupational choice is:

*Chance Factors 5*

You and your husband have three children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long.

How will you cope?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 6*

You live to be 75 years old.

You marry.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 6*

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After five years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are now 38.

What will you do the rest of your life?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 7*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 7*

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have two children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

How can the family cope?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 8*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 8*

In your senior year in high school you fall madly in love with an exciting "older man" of 29, who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 9*

You live to be 75 years old.

You have not married.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors 9*

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have four younger brothers and sisters, the youngest of whom is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have male friends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men you are attracted to, and you are not so sure you would like to marry.

What will you do with the rest of your life?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile 10*

You live to be 75 years old.

You marry and have children.

You complete three years of college before marriage.

Your present occupational choice is:

*Chance Factors 10*

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no four-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under the new divorce law you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only two-thirds paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

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*Profile A*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors A*

You and your wife marry young. You go to work immediately in a factory job. Your wages are good and you are able to earn a comfortable living for your family. After 10 years of marriage, your wife dies leaving three children, ages 9, 7, and 4, for you to raise alone.

How can you cope?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile B*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors B*

You marry soon after you graduate from high school. You go to work at the local bank and are soon promoted. Your wife chooses homemaking as a career and you have two children. You soon reach a point in your career where you cannot be promoted without a college education. You know, however, that it will be an economic hardship to enroll in college and maintain your standard of living for your family.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile C*

You live to be 75 years old.

You have not married.

You complete four years of college.

Your present occupational choice is:

*Chance Factors C*

When you graduate from college you find a good job in a city several hundred miles from your hometown. You earn a good living and are able financially to help your aging parents. When you are 35 your father dies. Your mother is no longer able to care for herself and she wants you to return to your hometown and live with her. You really like your job and have not found a comparable job in your hometown.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile D*

You live to be 75 years old.

You marry and have children.

You go to trade school before marriage.

Your present occupational choice is:

*Chance Factors D*

You and your wife meet while you are in trade school and marry when you graduate. She only works for a couple of years before you begin your family. You have five small children. You are laid off at the same time your wife has an opportunity to get a well paying job where she will be trained in mechanics.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile E*

You live to be 75 years old.

You marry.

You complete four years of college before marriage.

Your present occupational choice is:

*Chance Factors E*

You and your wife are both college educated. You both have professional careers and you choose not to have children. You both are promoted in your respective companies and you have been happy with your careers. Your wife has been offered a new job in another city which involves a large promotion, new responsibilities, and a large pay increase. You have just been offered a new position in your company in this town.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile F*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors F*

You go to work immediately after high school and marry soon after. You and your wife have two children. You are able to provide a comfortable living, but do not maintain adequate life and disability insurance. You are in a car accident and are now unable to perform your job. Your insurance will cover the hospital costs and will pay the major bills for only a few months.

How can the family cope?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

*Profile G*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors G*

You and your wife have both worked since your marriage. Your wife has returned to work shortly after the birth of your two children. It has always been necessary for both of you to work to keep up economically. Your wife is pregnant again. She wants to quit work after this child is born and stay at home to raise the children. This will produce financial problems.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

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*Profile H*

You live to be 75 years old.

You marry and have children.

You have not obtained education beyond high school.

Your present occupational choice is:

*Chance Factors H*

You have a good job in a locally owned company. You earn a good income and your wife chose homemaking as a career. You and your wife were married for 15 years and have two children, 9 and 12. This year you were divorced and your wife was given custody of the children. You have visitation rights which allow the children to live with you approximately 50% of the year.

What living and child care arrangements can you make?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

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*Profile I*

You live to be 75 years old.

You marry and have children.

You compiete business school before marriage.

Your present occupational choice is:

*Chance Factors I*

You have been married for 15 years and have one child; your wife does not work outside the home, but did so before your marriage. You have become less and less satisfied with your career in the last 15 years. You are bored and you see no way of advancing or doing different things in your present career. You would like to change your career area to work full time at a hobby you have always enjoyed: photography.

What do you do?

To be used with *"When I Grow Up I'm Going to be Married,"* p. 97 (Continued)

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*Profile J*

You live to be 75 years old.

You have not married.

You complete four years of college.

Your present occupational choice is:

*Chance Factors J*

You have a good job which gives you enough income to enjoy life. You have always been known as a playboy type. You realize that having an interesting job is not enough; you also want companionship and a meaningful relationship with a woman.

What do you do?

To be used with *Research a Career,* p. 140

## CAREER KNOWLEDGE QUIZ

Learner _____ Career _____

Check most appropriate answers.

1. The educational background needed to work in the above career is:
   a) high school education only.
   b) apprenticeship or trade school training.
   c) two to four years of college.
   d) more than four years of college.
   e) I don't know the education requirements.

2. The future employment trends in this career for the next ten years is that:
   a) most people will be hired primarily to replace those who retire.
   b) there will be a slow, gradual growth pattern of employment.
   c) there will be a fairly large demand for people to enter this field.
   d) there will be a great demand for people to enter this field.
   e) I do not know what the future employment trends are.

3. Currently the number of women employed in this career is:
   a) more than 50%.
   b) between 25% and 50%.
   c) between 10% and 25%.
   d) Less than 10%.
   e) I don't know the number of women employed.

4. The number of people employed in this career in the U.S. is:
   a) less than 10,000.
   b) from 10,000 to 50,000.
   c) from 50,000 to 100,000.
   d) over 100,000.
   e) I don't know how many people are involved.

5. The average annual salary or wages paid to qualified individuals for this career is:
   a) less than $5,000 per year.
   b) between $5,000 and $10,000 per year.
   c) between $10,000 and $20,000 per year.
   d) over $20,000 per year.
   e) I don't know what the average annual salary is.

6. I think 50% or more of those employed in the above career are:
   a) self-employed or member of a partnership.
   b) employed by a college or university.
   c) employed by local, State or Federal Government.
   d) employed by private business or industry.
   e) I do not know the percentage.

To be used with *Research a Career,* p. 140 (Continued)

## CAREER INFORMATION QUESTIONNAIRE*

Learner _____ Career/Job Title _____

Briefly describe the job:

Describe the work environment (include conditions such as dusty, noisy, hot, cold, inside, outside, people oriented, paper work oriented, co-workers, etc.).

What special skills (e.g. math, reading, writing, speaking, fine motor, social, etc.) are necessary?

What education or training is required? Where can you get this training or education? What high school courses may be helpful?

What physical abilities (e.g. minimum or maximum height or weight, color vision, good hearing, 20-20 vision, etc.) are necessary?

What are the personal traits of people who are successful in this job? (For example are they able to follow directions, able to take responsibility, like to work at routine tasks, like to work with people, like to work alone, etc.?)

What are the opportunities for advancement? To what job? For what pay? How do people advance (by seniority, merit, additional education or training, etc.)?

How many hours and how many days a week does this job require? Is there overtime involved? What is the normal working day? What is the normal working week? Is the work schedule constant or changing? Is the work schedule flexible according to the worker's needs?

What is the average starting salary for this job? What is the average salary for a person who has worked in the job for two years? How is the worker paid (hourly, salary, piece rate, salary plus commission, commission only, etc.)?

*Developed by David Fruth, Counselor, Abilene (Kansas) High School.

To be used with *Research a Career,* p. 140 (Continued)

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What are the fringe benefits (vacations, insurance, sick leave, travel expenses, car, uniform, profit sharing plan, etc.) of the job?

What are some of the hazards or disadvantages (health risks, moving to other locations for advancement, temporary or seasonal employment) of the job?

What is the potential of this job in the future? Will the need increase, decrease, stay the same, be eliminated?

In what sections of the country are these jobs located? Are the jobs located in rural and/or urban areas? Are there job opportunities in the area where you live?

Where can you find work in this job (hospitals, factories, state government, school systems, etc.)?

Are most of the workers in this field either male or female? Would this make a difference to you in choosing this career? Why, why not?

What is your reaction to this job? Would you consider it? Why, why not?

To be used with *Women's Work, Men's Work*, p. 141

## FEMALE/MALE JOB CHECKLIST*

For the following occupations, check whether you believe it is a man's occupation, woman's occupation, or both.

| *JOB* | *women's* | *men's* | *JOB* | *women's* | *men's* |
|---|---|---|---|---|---|
| construction worker | | | plumber | | |
| flight attendant | | | librarian | | |
| social worker | | | recreation director | | |
| secretary | | | bank teller | | |
| elementary school teacher | | | dietician | | |
| hair stylist | | | nurse's aide | | |
| model | | | security guard | | |
| elderly person's companion | | | cab driver | | |
| store clerk | | | day care center worker | | |
| veterinarian | | | police officer | | |
| physical education teacher | | | bookkeeper | | |
| short order cook | | | custodian | | |
| photographer | | | cocktail server | | |
| nurse | | | lawyer | | |
| dental assistant | | | gardener | | |
| artist | | | radio announcer | | |
| news reporter | | | forest ranger | | |
| telephone operator | | | homemaker | | |
| physical therapist | | | postal worker | | |
| scientist | | | accountant | | |
| baby sitter | | | musician | | |
| newspaper editor | | | English teacher | | |
| hotel/motel housekeeper | | | occupational therapist | | |
| cashier | | | farmer | | |
| auto mechanic | | | truck driver | | |
| home economics teacher | | | landscaper | | |
| factory worker | | | bartender | | |
| gas station attendant | | | tailor | | |
| pilot | | | carpenter | | |
| professional athlete | | | dairy producer | | |
| meat/grain inspector | | | medical doctor | | |
| computer programmer | | | architect | | |

*Adapted from Parks, 1974.

To be used with *Discriminatory Employment Applications*, p. 148

## SAMPLE APPLICATION FOR EMPLOYMENT

MR
MRS
MISS _____

(PRINT) LAST NAME FIRST NAME MIDDLE NAME MAIDEN NAME

SOCIAL SECURITY NUMBER _____ TELEPHONE NUMBER _____

STREET ADDRESS _____ COUNTY _____

CITY _____ STATE _____ ZIP CODE _____

PERSONAL DATA

DATE OF BIRTH ___/___/___ AGE ___ SEX: MALE ___ FEMALE ___ U.S. CITIZEN: YES ___ NO ___

*MARITAL STATUS:* SINGLE ___ MARRIED ___ SEPARATED ___ DIVORCED ___ WIDOWED ___

*RACE:* CAUCASIAN ___ MEXICAN AMERICAN ___ NEGRO ___ AMERICAN INDIAN ___ ORIENTAL ___ OTHER ___

*DEPENDENTS:* SPOUSE ___ NUMBER OF MINOR CHILDREN ___ AGES OF MINOR CHILDREN _____

*PHYSICAL:* HEIGHT __ FT. __ IN. WEIGHT ____ POUNDS

IF EMPLOYED ARE YOU WILLING TO TAKE A PHYSICAL EXAMINATION? YES __ NO __

ARE YOU IN GOOD PHYSICAL CONDITION? YES __ NO __

OCCUPATION OF WIFE/HUSBAND: _____

IF YOUR WIFE/HUSBAND IS EMPLOYED, GIVE NAME OF EMPLOYER: _____

TYPE OF POSITION DESIRED

1. _____ 2. _____

FULL TIME ___ PART TIME ___ SUMMER ONLY ___ OTHER ___ DATE AVAILABLE _____

WHAT IS MINIMUM SALARY YOU WILL ACCEPT? _____

DO YOU HAVE A DRIVERS LICENSE? YES __ NO __

IF YES, WHAT IS THE NUMBER OF THE LICENSE? _____

CAN YOU PROVIDE AN AUTOMOBILE IF YOU ARE APPOINTED TO A POSITION REQUIRING ONE? YES __ NO __

HAVE YOU EVER BEEN DISCHARGED OR FORCED TO RESIGN FROM ANY POSITION? YES __ NO __

IF YES, STATE NAME OF ORGANIZATION AND REASON:

_____

_____

To be used with *Discriminatory Employment Applications,* p. 148 (Continued)

## QUESTIONS OF POSSIBLE DISCRIMINATION

The following are sample questions which are sometimes used on employment applications and in interviews. Each of them *could* violate laws aimed at achieving equal employment opportunities. For example, the information obtained from these questions may be used to discourage women or minorities from applying for jobs.

It is *important* to remember that this list focuses on the potential unlawful use of information prior to employment. If some of the following information is needed for post-employment purposes, it can always be obtained after the applicant is hired.

1. AGE? DATE OF BIRTH? The *Age Discrimination in Employment Act* as amended prohibits discrimination on the basis of age against individuals who are 40 and beyond.

2. ARRESTS? Consideration of arrest records is almost certainly unlawful since an arrest is not an indication of guilt; historically minorities have experienced proportionately more arrests than other groups.

3. AVAILABLE FOR SATURDAY AND SUNDAY WORK? This may discourage applications from persons of certain religions who are prohibited by their beliefs working on Saturday or Sunday. Title VII* defines religion to include "all aspects of religious observance and practice, as well as belief." Title VII prohibits discrimination on the basis of religion unless employers can demonstrate that they are "unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship on the conduct of the employer's business.

4. CHILDREN UNDER 18? NUMBER OF CHILDREN? AGE OF CHILDREN? WHAT ARRANGEMENTS WILL YOU MAKE FOR CARE OF MINOR CHILDREN? Usually the purpose of these questions is to explore what the employer believes to be common sources of absenteeism and tardiness; however, it is not equitable or legal to ask this of women only. Title VII prohibits an employer from having one hiring policy for women and another for men.

5. CITIZEN OF WHAT COUNTRY? Discrimination on the basis of citizenship is discrimination on the basis of national origin. Immigrated aliens who are legally residing in this country may not be discriminated against on the basis of their citizenship. The exception to this may involve national security requirements which are mandated by a Federal statute or executive order.

6. CONVICTIONS? Because this question implies that an individual with a conviction will not be employed, it is probably unlawful. An employer does have the right to exclude persons who have been convicted of certain offenses from consideration for certain kinds of jobs. However, this must be done on a carefully considered basis. It is possible to ask this question if the employer indicates that the existence of a criminal record does not constitute an automatic bar to employment.

*Title VII is part of the Civil Rights Act of 1964.

7. CREDIT RECORD? (CHARGE ACCOUNTS? OWN YOUR OWN HOME? OWN YOUR OWN FURNITURE? OWN A CAR?) Unless this information is necessary for the job there is no need to ask these questions. These questions could discriminate against minority persons and females since their average yearly income is less.

8. EYE COLOR? HAIR COLOR? This information is not related to qualifications for and performance of any job and may serve to discriminate against applicants based on their race.

9. FIDELITY BOND EVER REFUSED TO YOU? This question may represent an indirect effort to find flaws which may exist in an individual's past. Unfortunately, a fidelity bond may be denied for totally arbitrary and discriminatory reasons which the individual does not have an adequate opportunity to know or challenge.

10. FRIENDS OR RELATIVES WORKING FOR US? This question is unlawful if it has the effect of reducing employment opportunities for women and minorities. This question may also reflect a nepotism policy allowing only one partner in a marriage to work for the employer. There is a growing recognition that such a policy generally influences the hiring of women far more often than men and that the policy serves no necessary business purpose.

11. HEIGHT? WEIGHT? These questions are unlawful unless the height or weight are directly related to a job requirement and no other arrangements can be made for those who do not fall within the minimum or maximum guidelines. These requirements are also unlawful when they have the effect of excluding above-average percentages of women and members of certain nationality groups.

12. LOWEST SALARY WHICH WILL BE ACCEPTED? Since women generally have been employed in lower paying jobs than men, and have been paid less than men for the same work, this question may discriminate. It is unlawful to pay a woman less than a man for similar work.

13. MAIDEN NAME? This is not relevant to a person's ability to perform a job and could be used for a discriminatory purpose. For example, a woman's maiden name might be used as an indication of her religion or national origin. This item also constitutes an inquiry into marital status.

14. MARITAL STATUS? Some employers have refused to hire a married woman for certain jobs; this constitutes discrimination. For example, most airlines for many years refused to permit married women to be flight attendants, though other employees could be married. This practice violates Title VII. It is also a violation for an employer to refuse to hire or to pay a married woman less than a married man for the same work because the woman's pay is considered as secondary income while the man's is not. Also, an employer cannot refuse to hire a married woman for any job or for a particular job because of the employer's beliefs concerning morality or family responsibility.

15. MR., MISS OR MRS.? This question is simply another way of asking the applicant's sex and, for women, marital status.

16. PRIOR MARRIED NAME? This question asks, in effect, whether an individual has been divorced. Asked in this manner, however, it is directed at women and thus discriminates. If the

employer must have the information as a means of identification for the purpose of pre-employment investigation, it is not considered discriminatory.

17. SEX? Discrimination in employment on the basis of sex, except in the few instances in which sex may be a "bona fide occupational qualification reasonably necessary to the normal operation" of the employer's business, is prohibited by Title VII. There are virtually no jobs which can only be performed by one sex or the other, so there is no reason to ask the applicant's sex on an application which is intended for general use.

18. SPOUSE'S NAME? A spouse's name may be used as an indication of religion or national origin, plus it is an indirect way of asking marital status which is discriminatory.

19. SPOUSE'S WORK? This question is again an indirect way of asking marital status. In addition, some employers have been reluctant to hire a woman if that would make her the second breadwinner in the family, whereas the same employer seldom objects to hiring a man if that would make him the second breadwinner in the family. This question is potentially discriminatory.

20. WIDOWED, DIVORCED OR SEPARATED? This question is another way of asking the applicant's marital status and history. A much larger proportion of women than men *in the labor force* falls into these categories and, therefore, the question has a potential for discriminating against women.

# RESOURCES

## ATTITUDES TOWARD NONTRADITIONAL CAREERS*

The *Attitudes Toward Nontraditional Careers* scale was developed for use with student learners. The items have been designed to explore attitudes regarding three areas—women and work; nontraditional careers for women; and nontraditional careers for men.

The scale can be used by facilitators in several ways. For those who would like to assess change in learner attitudes over time, the scale may be administered first as a pretest before the use of the materials, and then as a post test after the materials have been experienced. Facilitators may also want to use the scale for comparisons between groups of learners. In addition, the facilitators may want to use the scale as a starting point for discussion.

*Scoring*

The scoring to be used with the scale is an averaging procedure. In order to establish a numerical base, each of the five rating positions (SA, A, N, D, SD) should be assigned a number. Start at the left by assigning the number "1" to "Strongly Agree" and end on the right by assigning the number "5" to "Strongly Disagree." The scores for each statement are then averaged. For example, if there are 10 people participating, add the 10 ratings for the first statement and then divide the total by 10. Continue this procedure for each statement. It is important to note that the numbers obtained as a result of the averaging process have *no value,* but only serve to identify a position on the scale.

*Adapted from Fredell Bergstrom, *Project Eve,* University of Houston, and Houston Community College, 1976.

## ATTITUDES TOWARD NONTRADITIONAL CAREERS*

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree.

| | | | | | |
|---|---|---|---|---|---|
| 1. Full-time, outdoor jobs are unsuitable for females. | SA | A | N | D | SD |
| 2. Most women would marry a man even though he works as a secretary/clerk. | SA | A | N | D | SD |
| 3. Women who have paid jobs are unhappy. | SA | A | N | D | SD |
| 4. Truck driving is an appropriate career for females. | SA | A | N | D | SD |
| 5. Men are not patient enough to work with small children in a nursery school. | SA | A | N | D | SD |
| 6. Boys interested in being a hair stylist[s] are sissies. | SA | A | N | D | SD |
| 7. A woman can have a non-homemaking career while raising a family. | SA | A | N | D | SD |
| 8. Money is the only reason that adult women work outside the home. | SA | A | N | D | SD |
| 9. Physically, women are not capable of working as fire fighters. | SA | A | N | D | SD |
| 10. A woman can be a good mother while working full-time as a stock broker. | SA | A | N | D | SD |
| 11. Women are becoming too independent today. | SA | A | N | D | SD |
| 12. Most boys do not have the finger coordination to be a typist. | SA | A | N | D | SD |
| 13. Generally, females perform best at jobs where they are working with people. | SA | A | N | D | SD |
| 14. High school girls should be encouraged to enroll in traditionally all-male vocational courses like air conditioning repair if they are interested in them. | SA | A | N | D | SD |
| 15. A man can be a good father while working full-time as a nurse. | SA | A | N | D | SD |

*Romero, 1977.

| | | | | | | |
|---|---|---|---|---|---|---|
| 16. | Boys should be encouraged to be fashion models if they are interested. | SA | A | N | D | SD |
| 17. | Women would not be good as high school principals because they could not handle the boys. | SA | A | N | D | SD |
| 18. | Ballet dancing is an appropriate career goal for boys. | SA | A | N | D | SD |
| 19. | Most women who work in machine shops are unfeminine. | SA | A | N | D | SD |
| 20. | If they are interested, women should be encouraged to plan professional careers which require more than four years of college. | SA | A | N | D | SD |
| 21. | Most men would marry a woman even though she works as a plumber. | SA | A | N | D | SD |
| 22. | There is increased juvenile delinquency in families where the mother works. | SA | A | N | D | SD |
| 23. | Most high school girls would laugh at a girl who enrolled in television repair. | SA | A | N | D | SD |
| 24. | Vocational occupations are too dirty for women. | SA | A | N | D | SD |
| 25. | Law is an appropriate career for women. | SA | A | N | D | SD |
| 26. | Women who choose to join the labor force can also be competent mothers. | SA | A | N | D | SD |
| 27. | A man is avoiding his responsibilities when he is at home full-time. | SA | A | N | D | SD |
| 28. | When planning for a career a high school girl should consider technical and skilled jobs that have traditionally been held by males only. | SA | A | N | D | SD |
| 29. | Women can be effective business managers. | SA | A | N | D | SD |
| 30. | Most girls are physically strong enough to be welders. | SA | A | N | D | SD |
| 31. | All adult women should be prepared to support themselves financially. | SA | A | N | D | SD |
| 32. | Girls should learn a job skill while in high school. | SA | A | N | D | SD |
| 33. | Being a librarian is not a suitable career for men. | SA | A | N | D | SD |
| 34. | Married women should only work when their income is necessary to support the family. | SA | A | N | D | SD |

| | | | | | | |
|---|---|---|---|---|---|---|
| 35. | Women are smart enough to become engineers. | SA | A | N | D | SD |
| 36. | A woman can be a good mother while working full-time as a nurse. | SA | A | N | D | SD |
| 37. | Women should be encouraged to work outside the home if they want to. | SA | A | N | D | SD |
| 38. | Men are better bosses than women. | SA | A | N | D | SD |
| 39. | Most women are not smart enough to be bankers | SA | A | N | D | SD |
| 40. | Teaching woodworking is a suitable career for women. | SA | A | N | D | SD |

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